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Faculty of Education

Bachelor of Education (Liberal Studies)
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Dissertation

**The causes of shadow education in English language
for secondary school students**

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Declaration

I hereby declare that this dissertation represents my own work and that it was not submitted to the University of Hong Kong or any other institution in application for admission to a degree, diploma or other qualifications previously.

Man Chi Kiu

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26 May 2016

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Abstract

Private supplementary tutoring, which is also called shadow education, has become an indispensable component of the education system in Hong Kong owing to its popularity and incessant development in recent decades. Compared with the shadow education of other subjects, the participation rate in English tutoring among senior secondary students who need to face the public examination at the end of their secondary studies has been particularly high in the territory. Though researches on private supplementary tutoring has been conducted for decades, researches on the major causes that facilitates a myriad of students to receive English tutoring in Hong Kong are rather limited.

In light of this, this research aims to fill part of the research gap through focusing on the English tutoring of senior secondary students in large-scaled tutorial companies in Hong Kong. Qualitative research methods were adopted to figure out major causes, which facilitate those English tutees who are studying in band one schools to receive English tutoring. The research also displays how the perceived discrepancies between the English teaching in mainstream school and English tutoring from the perspective of students themselves has contributed to their participation of the tutoring, which would deserve further attention from educationalists and educational practitioners.

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Chapter 1 Introduction

1.1 Myth of receiving private supplementary tutoring

On a day near the Chinese Lunar New Year, I participated in a family gathering at a Chinese restaurant. When everyone arrived, my relatives and I mutually updated our lives with one another. Having heard that I am serving as a private English tutor with considerable monthly income, my cousin, who had never received any mass tutoring before, asked whether I wanted to become a full-time tutor after my graduation. I replied it depended on the situation the following months. A minute later, one of my uncle who is a businessman and whose son studied at an international school, wondered how some star tutors could earn over million(s) of dollars per year and attracted a multitude of secondary school students to enroll their courses. The cousin owed this to the fascination of mass tutoring: the tutorial classes are like talk shows and star tutors ‘act’ as if popular actors/actresses in their lessons.

I received much mass tutoring during my secondary schooling, especially English tutoring. While it was quite interesting to listen to such kind of comments by these bystanders, the above-mentioned cause does not reflect my case and have over-generalized the phenomenon. For instance, shouldn’t the learning need of the students have contributed to the prevalence of private tutoring? This experience has become part of the motivation for me to probe into the fully-fledged picture of what have facilitated students to sacrifice their spare time to receive mass tutorial courses.

1.2 Essentiality of studying the issue of English tutoring

As a local student who had taken English education in Hong Kong for more than a decade and as a candidate who had previously surmounted local English public examinations, I am fond of looking into the English tutoring in the local context. My different roles that have driven me to conduct this research are as follows.

As a former English tutee

My English standard had long been unsatisfactory during my primary schooling. I managed to pass or even failed in English examinations. The twisting point has been in secondary three: as a number of secondary school students in Hong Kong, despite paying a large amount of money, I started to take English tutoring at a large-scale tutorial company since I yearned for getting a more favorable condition for choosing the subjects I wanted to study during secondary four-five. Since then, my motivation of learning English has been aroused and my proficiency in English has improved a lot. No matter how over-dependent on English tutoring I was and no matter how respectable my English teachers are, I would partly owe my participation to my laziness in childhood.

As a former group-based tutor at a non-governmental organization

I had served as a tutor of small group tutoring at the Y.M.C.A. of Hong Kong for around three years. The tutees there were all South Asian primary school students. My major responsibility was to help them to solve their difficulties in doing homework and offering them with supplementary exercises. An interesting observation was: no matter how fluent the majority of these students' spoken English has been, in general, they did not have high accuracy on grammar. Though they are not the target population of this research, such a situation might be because of the pedagogical trend of English language has been shifting from emphasizing grammar knowledge to communication. Whether senior secondary English teachers have also overlooked grammatical knowledge and whether it is a cause of English tutoring deserves further investigation.

As a current one-to-one English tutor

Since the commencement of my undergraduate studies, I have been offering English tutoring to primary and secondary students. It is apparent that the demands for private English tutors are quite large in the market. As long as the tutors are capable of bolstering the English learning, many parents are willing to spend large amounts of money to hire them. Through providing regular tutoring services, diligent tutors can earn a living, cover the annual tuition fee of university and attain quite a more desirable standard of living. This ongoing experience has also facilitated me to get a more in-depth insight on behind English tutoring.

1.3 Rationales of this dissertation

In relation to the prevalence of the English tutoring in Hong Kong, it is believed that students' learning orientation of English has been shifting from the school context to shadow education. Also, while students from lower banding school tend to receive English tutoring for remedial purpose, the main purpose(s) of students from higher banding schools to do so was not illustrated by current literatures clearly. Consequently, it is paramount to identify the causes of receiving English tutoring by senior secondary students in band one school, to find out how students' participation would be affected by the English education in the system of formal education and to provide some insights on what English teachers of mainstream schools can respond for the betterment of English education in Hong Kong.

1.4 Objectives of this research

Although causes of receiving shadow education in Hong Kong has been investigated by some scholars (Kwok, 2001; Tung, 2013), those major causes that have driven senior secondary students to receiving English tutoring are not explicitly identified and carefully investigated. In light of this, this dissertation is written from the perspective of the English tutees concerned with the objectives as follows:

(1) To fill part of the research gap by identifying the decisive causes that have facilitated students of senior secondary schooling to receive Star-English tutoring.

(2) To look into whether there are perceived limitations of English teaching in the mainstream schools, which have led to the high popularity of the English, tutoring in Hong Kong.

Chapter 2: Literature Review

2.1 Definition and Conceptualization

In Hong Kong, private supplementary tutoring has greatly augmented in both intensity and scope since the mid-1990s (Kwok, 2009). Not only is it parallel to mainstream education system, but is increasingly evident in a broad range of settings as well (Bray, 2009). Its enrollment rates in Hong Kong were particularly higher than many other societies (Bray, 2014). Bray (1999, 2009) also call private supplementary tutoring as “shadow education system” since it mimics regular schooling: the shape and size of the tutoring shift with those of mainstream system. This dissertation complies with the definition of shadow education by Bray (1999, p. 20) and Lee & Lee (2009, p.901), which divided it into three components. The first is about supplementation- tutoring in subjects taught in regular schooling beyond the standard duties of the school and for assisting students to attain better academic performance. Another consideration is being private-the tutoring offered in exchange for a fee. Tutors (and the companies that employ the tutors) committed it for financial gain. Along with them goes academic subjects taught in day schools.

Throughout this dissertation, the terms ‘shadow education’, ‘tutorial courses’ and ‘private tutoring’ mean those tutoring sticking to the aforementioned definition. Since this dissertation focuses the private tutoring of English language, “English tutoring” is used to depict the shadow education of English language that complies with this definition.

2.2 Shadow Education in Hong Kong

2.2.1 Overview

In Hong Kong, large-group tutoring conducted in large-scale tutorial centers with at least one branch (Yung, 2011) are mainly domestic while operating as chain stores. From 2005/06 to 2009/10, the number of such chain outlets skyrocketed from 38 to 106 (Modern Education Group, 2011, p.93), which claimed 54% of total secondary tutoring capacity, with over half of this capacity offered by six companies. In 2011, one of which became publicly listed on the Hong Kong Stock Exchange.

With the schools in the Direct Subsidy Scheme (DSS) and run by the English Schools Foundation (ESF) excluded, there exist three bandings in secondary schools of Hong Kong, namely, Band One, Band Two and Band Three, which admit students of the highest achievers, middle achievers and the lowest achievers respectively. In aided schools, while the percentages of students receiving shadow education was 56.1% in 2012, 74.2% students in Band 1 schools received shadow education (Bray, Zhan, Lykins, Wang & Kwo, 2014). They also concluded that it is more probable for students in higher achievement schools to take shadow education: compared to students in a Band 3 school, the likelihood for a student in a Band 1 school to take shadow education was 120.9% higher. Addressing gender difference, they also concluded that female students in Hong Kong is prone to work harder or target academic achievement more strongly, which is revealed by both their higher participation rate (65.6%) than that of males (56.8%) and their higher expenditure on shadow education.

2.2.2 The changes of the proximate causes of receiving shadow education

The relative significance of proximate causes that drove students to receive shadow education has been in dynamics. The summary of the findings of Hong Kong Federation of Youth Groups (HKFYG) in 1996, 2010 and 2013 outlined in the following table (Table 2.1):

Table 2.1: Proximate causes of receiving shadow education in 1996, 2009 and 2012			
Years Causes	<u>1996</u>	<u>2009</u>	<u>2012</u>
Look for academic enhancement owing to poor academic results	70.7%	57.5%	37.8%
Keep and further improve good academic results	N/A*	17.3%	25.1%
Tackle public examination	8.0%	8.7%	18.8%
Parents' Advice	2.3%	3.8%	9.5%
Lack of assistance from other sources	1.2%	1.8%	4.6%
Could not understand what school teachers taught	13.8%	N/A*	N/A*
Peer Influences	0.6%	0.3%	0.4%
Other Causes	3.4%	10.6	3.8%
Total	100%	100%	100%

*N/A: Not Applicable

Several observations can be found from these statistics. First, although students who hoped to look for academic enhancement owing to poor academic results dropped from 70.7% in 1996 to 37.8% in 2012, it was still the most dominant proximate cause of the participation. Another consideration is the steady rise in the percentage of students who hope to keep or further improve their good academic results increased from 2009 (17.3%) to 2012 (25.1%). This may reflect that shadow education has become increasingly popular not only among the students of lower banding schools but also among students of higher banding schools. This may also indicate that lower achievers within band one schools want to perform better by receiving tutorial classes. Moreover, the percentage of “tacking public examination” increased sharply from 8% in 1996 to 18.8% in 2012. This may indicate students increasing emphasis on examination system, especially the public one, in the local education system.

Also, Zhan, Bray, Wang, Lykins & Kwo (2013, p.502) invited secondary six students to select all proximate causes of receiving shadow education pertinent to themselves. The results are displayed as follows (Table 2.2):

Table 2.2: Proximate causes of receiving shadow education (%) (Secondary six students) in 2013	Percentage
To improve examination performance	92.1%
To learn school subjects better	78.6%
Peer influence	27.0%
Parents' decision	11.9%
Teachers' advice	9.1%
Being attracted by advertisements'	2.3%
Others causes	5.9%
<i>Number of students</i>	472
	Source: p.502 Table 6

With reference to the above table, the most dominant cause that drove students to receive private tutoring is for the ennoblement of examination performance, with around 92%, followed by learning school subjects better (78.6%). It is worth mentioning that advertisements played a minor role at the time.

By comparing the above-mentioned results in 2012 and in 2013, it is observed that many students may believe that enhancing examination performance is becoming increasingly important in students' participation in shadow education.

2.2.3 English Tutoring in Hong Kong

English, which is prime in an internationalized society, is one of the official languages in Hong Kong. Typically, it had the greatest demand among all subjects in shadow education (Bray & Kwok 2003). According to Bray et.al.(2014) ,65.2% of secondary school students took English tutoring, in which 58.5% and 72.4% of secondary three and six students received it respectively. Luk (2003) attributed this to that English was a compulsory school subject, a medium of instruction for other subjects in some secondary schools and in most local universities. Since meaningful opportunities for English communication with native English speakers are not sufficient. English is learnt mainly for its practical value and advantages in Hong Kong.

2.3 Causes of receiving English tutoring

The key factor of high participation rate of shadow education is inconclusive. While Bray & Kwok (2003) regarded it as the superiority in quality of shadow education sector, Bray & Lukin (2012) deemed it as the awareness that investment in education can result in strong returns from great results of examinations and the promotion into high-status universities. The following illustrates the plausible causes of receiving English tutoring from the two main categories: demand-related causes and supply-related causes.

2.3.1 Differentiated demand-related causes

James (1993) divided the demand of shadow education into excess demand and differentiated demand. The latter is applicable to Hong Kong where tutees of star-tutoring centers have safeguarded places in public schools. Further analysis is illustrated in forms of the hierarchical levels as follows:

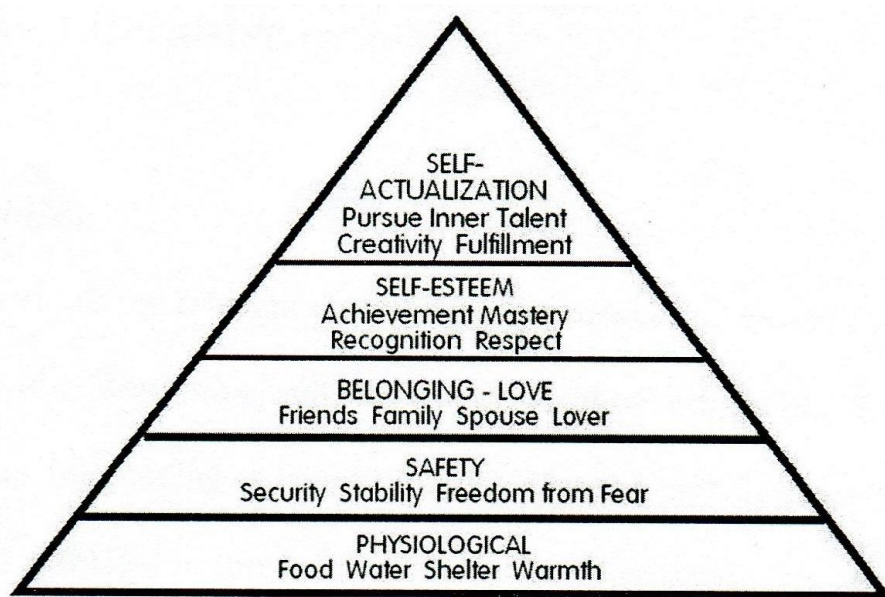
2.3.1.1 Individual level

While Students commonly seek English tutoring either for remedial or for enrichment purposes. In Hong Kong, owing to the motivation to earn good grades in school and to prepare for the university entrance examination, private tutoring is likely to be chosen (Lee, Park & Lee 2009). Bray & Kwok (2003) concluded that students in higher band schools were more likely to receive shadow education. Within these schools, the higher self-reported academic results were, the less shadow education was received.

Maslow's classic hierarchy of needs (1943) (Figure 2.1), which includes five layers, has been applied by some scholars to analyze how psychological factors contribute to the prevalence of shadow education. Yung (2011) applied it to the context of students who learn English in Hong Kong. He also stipulated that the layer(s) that an English learner belong to might depend on their attitudes and reasons for learning English. Regarding the physiological need at the bottom, English tutees may want to earn money to meet fundamental physical requirements. With regard to

safety, they may hope to build economic security and living conditions. To meet belonging-love need, they may desire a better livelihood with their beloved. Regarding self-esteem, they may aim for recognition through entering a university. Finally, in regard to self-actualization, which means self-development and realization to the full potential (Lucas,2010; Maslow,1943), they may desire to pursue English knowledge.

Figure 2.1: Maslow's Hierarchy of Needs



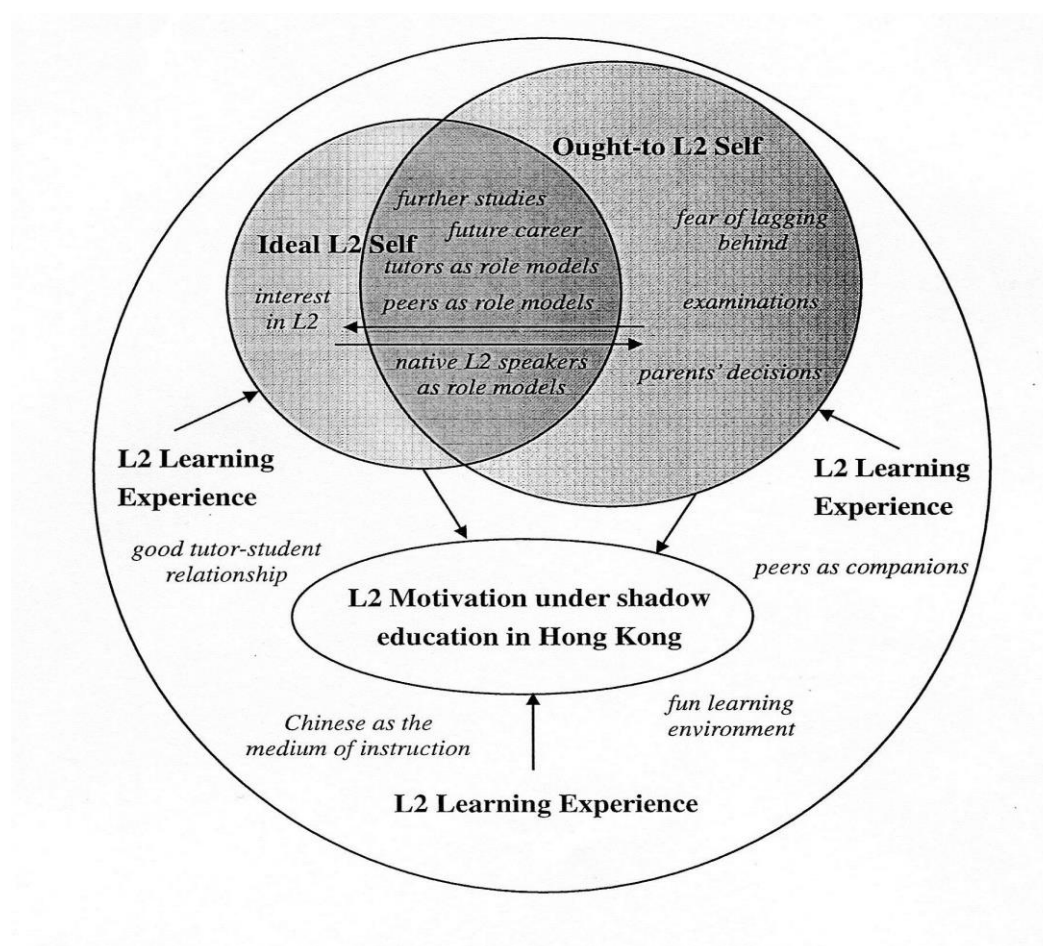
(Maslow,1943)

Chan & Bray (2014) modified this pyramid to analyze why many students participate in shadow education in Hong Kong. Their findings are also applicable to English tutoring. According to their description, the lowest level becomes basic educational needs: students have a perception of threshold needs in relation to quality and content of teaching which are not fully met by their regular teachers. Since it is the anxiety over academic results that leads many students to sign up for shadow education. (Byun, 2014; Dawson, 2010; Zhan, Bray, Wang, Lykins, & Kwo, 2013), students' safety need can be fulfilled by both the alleviation of their examination disquietude and the provision of mock examinations by tutors. Regarding social needs, students may receive great satisfaction from both the medium of connection with the star-tutors, for example, Facebook and email and the support of peers receiving tutorial course(s) together. Students' self-esteem needs might be fulfilled by students' feeling of superiority as a result of enrolling in tutors' courses in a sense that they feel they are acquiring special knowledge not mentioned by school teachers. Turning to self-actualization, some self-perceived high achievers might look for more challenging supplementary information and practice and strict marking from star-tutors.

From the perspective of psycholinguistics, Yung (2011) applied L2 Motivational Self System (Dörnyei, 2009) to English tutoring practice in Hong Kong (Figure 2). The system includes three components, namely, ideal L2 Self, ought-to L2 Self and L2 learning experience. While the ideal self has a 'promotion focus' such as attaining brilliant English results or being a proficient English speaker, the ought-to self has a 'prevention state' such as avoiding the 'fear' of attaining poor English results. Yung

found that most senior secondary students made the decision of participating in English tutoring themselves. Although students could be shaped into ideal L2 selves and ought-to L2 selves simultaneously, given the fact that learning examination skills may always be perceived to be much more crucial than enhancing English proficiency, students could generally find ideal L2 selves within the dominating ought-to L2 selves.

Figure 2.2: Schematic representation of the L2 Motivational Self System under Hong Kong shadow education



(Yung, 2011)

Yung also advocated that most senior secondary students participate in English star-tutoring out of their free will. As most of them deemed English solely as a subject of examination to pass for admission to university, the pressure drove many of them from the fear of lagging behind in preparing for English examination. A perception of insufficient teaching of English teachers has often been a principal cause driving them to seek English tutoring, which could equip them with something extra. The personal emphasis on both career prospect and communication as a lingua franca have facilitated their participation as well.

2.3.1.2 Family Level

Smaller Family Size and Increased Wealth

Ample household resources accompanied with the aspiration for a smaller number of children can account for the rapid expansion of shadow education. For one thing, with the positive correlation between family income and the probability of receiving shadow education (Bray et. al., 2014), greater amounts and better quality of shadow education has been afforded by well off families conceivably (Kenayathulla, 2012). Since parents of higher incomes tend to have fewer children, this might also reflect the power of socio-economic status on the expenditures; for another, the effect of family size has been revealed on the tutoring expenditures per head (Dang & Rogers, 2009; de Castro & de Guzman, 2010; Liu, 2012). With the demographic shift towards nuclear families, which have at most two children, in recent decades, parents

nowadays can afford the tuition fee of shadow education more easily. Due to the concentration of financial resources, single-child students spent more on shadow education than students with two siblings (Bray et.al.,2014). Shadow education is always within the financial reach even for many non-nuclear families. Since it appears to be a necessity to academic achievement, many households somehow look for ways to safeguard it.

Parental mentality

The mentality of some parents who consider shadow education as a way to equip their children with an edge might also contribute to its high participation rate. In China, some parents were described as ‘Tiger Mothers’ who have the emotional and physical demands of the high hopes and expectations for their children. In Canada, many parents invest in tutoring as part of ‘intensive parenting’ (Davies,2004): hiring tutors might be a means to place a great premium on education, to value a cognitively stimulating environment for their children, which emphasizes a careful plan of structured activities. Some parents also feel that the tutoring centers are more client-oriented than the schools, which can stretch their children’s learning to domains not covered by mainstream schooling. This research will investigate how the mentality of the parents of English tutees has affected their participation in English tutoring.

Also, when considering whether to join tutorial course(s), informal rate-of-return analyses has commonly been undertaken by households. Many parents found the duration of staying in education system and the quality of that education positively correlated to children's prospects for lifetime income and standard of living. Also, that

education is an extraordinary investment which generates high rates of return since more highly educated people in the society generally have higher incomes (Bray, 2006). Accordingly, parents may resort to English tutoring which seems to help their children attain higher economic status in the future.

Another consideration is that the educational backgrounds of parents might affect the demand for English tutoring although the relative influence of mothers and fathers varies among different places. In Hong Kong, the degree of receiving shadow education is related to mother's educational level (Bray et.al, 2014). Compared to students whose mothers finished Bachelor degree, the probability of a student receiving shadow education was 45.0% lower when the mother had a postgraduate degree. Two explanations are possible for this pattern: first, many mothers with postgraduate education may believe that shadow education is not that commensurate for their own children. In addition, decisions to receive shadow education might not be merely financial. Similar situation happens in Taiwan where parents' education level is an important factor and mother's' education may be more influential than that of fathers'; In spite of this development, when it comes to the demand for shadow education in South Korea, Park & Sang (2013) found that higher status of the father exerted greater influence than that of mothers.

Academic assistance

Another consideration is the academic assistance from family members. Bray et.al. (2014) stipulated that 32.6% students admitted having received such an assistance. Many students who received family assistance had shadow education of

more than one types and for more than one subjects. Turning to English tutees, they might have gained assistance from family member(s) for English language while gaining further English tutoring from star-tutors. Another possibility is that they have gained the assistance from another subject while receiving English tutoring. These might imply that English tutoring may offer students with the certain academic assistance that cannot be provided by family members. Its uniqueness of teaching has led to its prevalence.

2.3.1.3 School level

Attitude(s) of English teacher towards English tutoring

In Hong Kong, teachers' encouragement or discouragement of seeking private tutoring would affect their students' participation (Bray et.al.2014). On one hand, some English teachers applaud English tutoring since they wanted their students to undertake remedial work with English tutors rather than from themselves. It would also help them reinforce parts of the curriculum and offer individual attention. (South China Morning Post (2010) reported that some teachers even told parents to send their children to private tutorials to avoid lagging behind classmates. On the other hand, some English teachers might express resentment to English tutoring due to a perception that it may place overwhelming burdens on students and would result in dissonance with schooling in learning methods and the content of curriculum.

Students' perceptions on English teaching

Moreover, the perceived low teaching quality of schools with ineffective teaching practices in classroom teaching might be another cause of the high participation rates (Bray et.al,2014), which is arguably the main factor stimulating the demand for shadow education in South Korea and Taiwan (Kim and Shin 2009; Kim and Lee 2010). A student in Bangladesh also moaned that there would not be any need to take English tutoring if English were taught properly at school (Hamidl & Roland and Asaduzzaman,2009). As a result of this, English tutoring in Hong Kong would be a means to compensate such perceived insufficiency in school.

2.3.1.4 Social level

Transition point in education system

The expansion of higher education has also increased the demand of shadow education in Hong Kong. In the education system of Hong Kong, the main push-out phase is at the end of senior secondary education. Having completed the six years of secondary schooling, students are channeled into:

- (1) An undergraduate program of four years in statutory universities;
- (2) An undergraduate program of four years in statutory institutes;
- (3) An associate degree program/undergraduate program in approved post- secondary colleges;
- (4) A pre-vocational program in vocational Training Council member institutions; or
- (5) A program in general institutes

The social pressure that the younger generation is required to attain higher qualifications has also contributed to the prevalence of shadow education. Having faced several economic restructurings, Hong Kong has become a knowledge-based economy of which academic qualification become important to one's economic advance. Bray et.al. (2014) believed that credentialism has boosted the desire of investing resources to get better results or excel in the public examination and therefore get better future roles in the wider economic order. This desire may act as a

response to a labor market that rewards higher levels of education (Dawson, 2010). Accordingly, it is understandable that shadow education was taken by 71.8% of secondary six students in 2012 (Bray et.al.,2014) since they, especially those are studying in band one schools, might have high expectations to enroll in prestigious universities and English tutoring was perceived to be efficient in enhancing their competitiveness in university entrance.

In addition, the significance of English Language to senior secondary students for entering universities has largely determined the popularity of English tutoring in Hong Kong (Kwok, 2001). Secondary six school-leavers need to get higher grades in HKDSE to continue their tertiary studies as merely passing the minimum academic requirements of English language (Level 3) cannot guarantee their further studies under severe competition among HKDSE candidates. With high stratification of tertiary institutions and programs in which some offers much greater rewards and the credential inflation in recent decades, the demand of English tutoring is probably to be kept fierce.

Kwo & Bray (2011) remarked conspicuous difference of post-secondary opportunities for different generations. In the 1980s, the gate of entering higher education was narrow. Local places were available for only around four percent of an age cohort and local university education served only two percent of the age group ; nowadays, not only has higher education expanded to serve sixty percent of a cohort, but local universities serve nineteen percent of the population as well. People's attention tends to shifted from whether students could get the ticket for entering local universities to which (local) universities students be promoted into. Accordingly,

many families regarded higher education as within reach and might seek the more desirable parts of the system with the assistance of English tutoring.

Governmental attitude

Governmental indifference has also fueled the rise of English tutoring. While the Education Bureau has enacted regulations on tutorial centers and published a guide to parents on the way to selecting tutorial service, the government has been pretending that the sector does not exist. This issue has long been overlooked in official documents (see www.edb.gov.hk) A senior government official of Hong Kong even stipulated that tutoring is not necessary since “our educational provision is already sufficient.”(Kwo & Bray, 2011). Accordingly, lacking suitable regulation may have fostered the proliferation of the industry.

Scholastic-obsessed culture

Another consideration is that Hong Kong has strongly influenced by the Confucian heritage culture (Watkins & Biggs, 2001). Instead of accepting current circumstances and inborn competences, Confucian-style work ethic stresses the significance of diligence, meritocracy and effort for self-improvement. Foondun (2002) arguably remarked that this made shadow education particularly prevalent in East Asia, including Hong Kong.

2.3.2 Supply-related causes

Turning to the diversity of supply in English tutoring, there are numerous ways in which the Star-English tutoring are perceived to be more appealing than English teaching in mainstream schools or other formers of English tutoring. Besides the evident market orientation in the names of these centers, for example, King's Glory and Modern, many star tutoring centers employed flashy English tutors. They would not only boost their enchantment by wearing trendy clothes and using appealing vocabulary but also would display their higher education qualifications and showed off their millionaire status. Yung (2011) also summarized how star tutors attracted students. Firstly, besides exhibiting own professional images, some tutors uses their own preeminent students as peer role models. They would publicize students' writings and advertise brilliant examination results of former students who are always awarded with cash prizes. Also, they employ marketing strategies, namely, advertisements and gifts, free talks, promotion of past students' brilliant results, high reputation and leaving positive comments for themselves on online forums. Also, many tutors provided both live classes and video classes. The latter were especially preferred by English tutees who were shy. Moreover, English tutors would display enormous passion in teaching English, which made students feel the significance of English examinations. During the classes, the tutors would use different means to ensure themselves to stand out, including using past examination papers as reference to look for trends and highlight must-read words, teaching exclusive skills and providing in-class training. Desirable learning atmosphere was created by mentioning cracking jokes. With limited class time, out of -class teaching online has been employed by

some tutors. In this sense, “supply is not just a response to demand—supply creates demand” (Bray& Lykins,2012, p.31) on the ground that what English tutors offer may have attracted more potential English tutees. With the increasing number of English tutors and tutees, more students would consider resorting to English tutoring for not being at a competitive disadvantage.

Chapter 3: Research Methodology

This chapter illustrates the methodologies employed in this research. The research question is presented first, followed by scope of investigation. Next, the process of data collection is discussed. Eventually, the rationales of choosing qualitative research methods are justified.

3.1 Research question

While the major causes for students from lower banding to receive English tutoring would be mainly for catching up with the English teaching in their mainstream school, the major causes of the participation in the tutoring for students from high banding schools deserve further investigation. In light of this, the research question is proposed as follows:

(1) What are the major causes of receiving English tutoring among local senior secondary school students in band one schools?

In this research questions, the major causes were investigated from two aspects:

- (a) Differentiated demand-related Cause(s)
- (b) Supply-related Cause(s)

3.2 Scope of investigation

The target population of this research is those students who are studying secondary five in local band one secondary schools while receiving Star- English tutoring. The data analyzed and delved were collected from the students of my teaching-practicum school. Compared to interviewing post-secondary students and those current secondary school students who received English tutoring before, this practice provides much higher synchronicity.

3.3 Process of data collection

Purposive sampling was adopted in this research. Eight current secondary five students who are receiving Star-English tutoring were invited to participate in this research. There are five male participants and three female participants. Each participant was administered with a pre-interview questionnaire (Appendix B) to complete before their individual interviews, which aims to better understand the background of each interviewees and therefore streamline the progress of the subsequent interviews (the interview questions are shown in Appendix C). To ensure confidentiality, pseudonyms of participants are employed throughout this dissertation when referring what each of them put forward.

3.4 Rationales of employing qualitative methods

In Hong Kong, most studies on shadow education in the 1990s (Lee, 1996) were conducted quantitatively, which depicted reasons for seeking or not seeking shadow education. Not only did they lack detailed social and educational analysis for those descriptive patterns and variations, but did not encompass theoretical and conceptual issues about the demand for shadow education as well (Kwok, 2001). Bray (2009) also found the statistics of relevant quantitative researches of shadow education not robust enough. Specifically, it is quite reluctant to clearly identify the causes that facilitate students to receive English tutoring merely through the parameter(s) given in a questionnaire. For instance, a student might receive the tutoring since her classmates invite her to do so, which is easily regarded as peer influence. Nevertheless, her classmates may reprimand their English teacher for low teaching quality so the classmates encourage her to take English tutoring together. In this respect, the deep-rooted cause would be the unsatisfactory quality of English teaching at school. Accordingly, it would be more suitable to collect and analyze data qualitatively and get an in-depth insight on the causes of the participation.

As a result of this, a qualitative approach, which can focus on personal experiences (McMillan & Wergin, 2010) of English tutoring, was adopted. Qualitative research methods involve an interpretive, naturalistic approach to its subject matter, meaning that this would enable the researcher to study data and information in their natural settings and to make sense of the phenomena in terms of the meanings the targeted participants (Denzin and Lincoln, 1994). Adopting this

approach is more effective in collecting data and building a framework for analyzing non-numerical data, especially the conversation during the interviews.

3.4.1 Semi-structure interview

Semi-structured in-depth interviews were held from March to April in 2016 within my teaching practicum school. Before the interviews, interviewees were told the purposes of the interview, with brief explanations of the areas to be covered in the interview. Each interview lasted for around half an hour and conducted in a classroom without the third party to ensure confidentiality.

Semi-structured interviews are appropriate where depth of meaning is vital and the research is primarily focused in gaining understanding (Newton, 2010). This allows each interviewee to air their opinions, experiences and feelings freely. During each interview, participants were also encouraged to further elaborate and explain clearly the details from time to time. To ensure accurate expression of ideas, these interviews were conducted in Cantonese, the mother tongue of both the interviewer and the interviewee. Since follow-up questions will be asked according to the responses of interviewees, the duration of each interview and the number of questions was different among the interviews. In addition, since interviewing is a kind of social interaction (Fontana&Frey, 2005) and all the participants were taught by me during my teaching practicum and I was the interviewer of the interviews conducted, favorable rapport between the interviewees as students and me as a student-teacher could also increase the reliability of data. All interviews were audio-recorded to avert the distractions of both the interviewer and the interviewees due to the taking of notes of the interviewer. Chinese (Cantonese) transcriptions for each interview have also been completed for analysis.

Chapter 4: Presentation of Research Findings

This chapter displays the findings of the collected data drawn from (a) pre-interview questionnaires and (b) the semi-structured interviews conducted with eight participants of the targeted school. It illustrates major causes and possible patterns of receiving English tutoring, which illustrate the demand of English tutoring from individual level, family level, school level and social level respectively. Since the participants' responses about the supply-related causes of English tutoring are highly related to their perceived inadequacies of English teaching in their mainstream school, the relationships between (a) the demand of English tutoring from school level and (b) the corresponding supply of English tutoring are displayed together.

4.1 Individual Level: Causes of initiating Star-English tutoring

The data concerning the causes that facilitate students to start Star-English tutoring were collected by asking the first question in each interview with all the eight participants. It is “What happened at the time that made you start to join English tutorial course(s)?” It is found that there are three major causes that drove the interviewees to start the English tutoring. Half of the interviewees described that their desire for improving unsatisfactory examination result of English language has driven their participation in English tutoring.

According to Ida: I only got level three in previous English examinations. My uncle wanted me to join a tutorial course of the subject that my performance is unsatisfactory and he is willing to pay for that. As a result of this, I signed up an English tutorial course to see whether I could progress in English.

According to Johnny: Since my English was not so good and I wanted to improve a grade, I tried this large-scale English tutorial course.

According to Tony: My school did not offer 5* and 5** at that time. Since I got level three in previous English examination, my performance was below average in my school. Therefore, I was quite worried that I would get level two in DSE, which made me quite worried.

According to Hayley: I started my tutoring because I got around level two in the final examination of English in secondary three. Language is quite important if I want to enter a university. Therefore, I joined an English tutorial course.

Harry and Kelvin identified that they had joined one-to-one English tutoring before and its ineffectiveness has facilitated them to commence the Star-English tutoring.

Excerpt from Kelvin: Since my English was not so strong, I tried one-to-one tutoring that emphasized much on Grammar...I prefer the English tutoring of star-tutor which would aim at DSE in a more in-depth sense.

Excerpt from Harry: My former one-to-one English tutor liked reading books with me and that tutor mainly explained the concerning vocabularies...the star-tutor of English tutoring would explain how to tackle questions of past papers, which is more apt to examination.

Furthermore, Wallace and Johnny reported that they succumbed to the decisions of their mothers who wanted them to receive English tutoring. Nonetheless, they were not particularly unwilling to take part in the English tutoring as they realized that they would benefit from it.

According to Johnny: In secondary four, I performed badly in English. My mother knew this on the parent day. After that, she said repeatedly on something like 'Look! You have such an academic result while you still like playing!' This made me so annoyed. I followed her wills and tried the English tutoring.

According to Wallace: My mother heard that her colleague's children had better academic results after joining a mass tutorial course. She urged me to join a course like that and I did so out of fulfilling her will.

4.2 Individual Level: Causes of choosing Star-English tutors

The data concerning the major causes of choosing English tutors were collected through asking the interview question ‘Why do you choose the current English tutor(s)?’ in each interview. Together with other factors, it is found that five interviewees chose their current English tutors because of the recommendations from others. Four of them reported that peers’ recommendation influenced much on their choices.

According to Kelvin: My friends also joined the tutorial course of my tutor. They asked me to try it so I tried it... My tutor has many five** former students and his great fame also made me try his course.

According to Tony : My friend felt very well after taking my tutors’ course for a year. He regretted not to take the courses before. Therefore, I tried to join the tutor’s course.

According to Harry: Besides my friend’s recommendation, I trusted more on this tutorial school since the queues outside their centers were obviously longer. It seems to be more professional.

Besides peers’ recommendation, Lily revered the teaching style of her English tutor.

Excerpt from Lily: My schoolmate told me that he progressed greatly in English after joining my tutor's course for a year. I found this appealing. Since there was also a discount for new students like me, I joined my tutor's course with him...The teaching style of my English tutor is vivid, interesting and always related to daily-life...My family has long been instilling me that learning English is not just for academic uses but also for fluent conversation and it is easy to apply what she teaches to different situations.

Also, Ida chose her tutor chose due to the recommendation of her aunt.

According to Ida: My aunt, who teaches English at another secondary school, said my English tutor was reputable and what he teaches was quite rewarding. Therefore, I chose him.

Furthermore, Hayley, Wallace and Johnny noted that they had no much idea about star English tutors when choosing their English tutors.

According to Hayley: In the beginning, I did not have much understanding on each English tutor. I searched for the comments on the internet. Some people commented that the lessons of my tutor were quite relaxing...This is more suitable to me and therefore I chose her.

According to Johnny: Since my tutor had the most posters at that time and I did not try other tutors before. I had to find a tutor to try and therefore I chose him.

According to Wallace: I did not ask anyone and had no idea on which English tutor is better in the beginning. Since the timeslot of my tutor's course was not too early or too late and the tutorial center is not quite far away from my home, I chose to sign up my tutor's course.

4.3 Family Level

The approving attitude of parents towards English tutoring together with financial support matters much to students' participation in English tutoring. All interviewees emphasized that their elder generation, especially parents, pay for their tuition fee of English tutoring. Almost all interviewees reported that their mothers showed more attention on their English tutoring than their fathers. Instead of coercing them to keep receiving the tutoring, the majority of parents tend to express their concerns about the learning situations of them, for example, whether the English tutees could find the English tutoring too difficult to catch up with and whether their children need to try another English tutor.

A few interviewees received academic assistance of English language from their parents when they studied at primary schools. Since most interviewees' parents have only completed their secondary schoolings, they may be incapable of offering such an assistance and English tutoring becomes a feasible way to enhance the English proficiency of their children. The following shows the excerpts of Tony and Johnny:

Excerpt from Tony: I asked for my father's help when doing grammar exercises of my primary school... Yet, with the increased difficulty in secondary level...I need to rely on the help from English tutors. Therefore, my parents gave me money to do so.

Excerpt from Johnny: When I studied primary school, my mother always helped me to prepare for my vocabulary dictations ...she has not really understood the content of English books since I was secondary one. In addition, since I was so busy, I did not want her to teach me anymore. English tutoring is more convenient then.

4.4 School Level together with corresponding supply of English tutoring

When asked with the following two questions, all interviewees unanimously expressed (a) their perceived inadequacies of English teaching in school and (b) how English tutoring can help them correspondingly, which are illustrated in the following parts.

- (1) *Are there any difference(s) in English teaching styles of your English teacher(s) in day school and English tutor(s)? If the answer of is "Yes", how does their difference in styles affect your participation in English tutoring?*
- (2) *According to your answer in the pre-interview questionnaire, teaching examination skills is an important factor that has made you keep participating in English tutorial course(s). Could you briefly explain how your English tutor(s) teach the skills?*

4.4.1 Quality of teaching materials

The targeted school requires all secondary five students to purchase a published English textbook with exercises that mimic the formats of (1) Paper One: Reading and (2) Paper Three: Listening and Listening and Integrated Skills in the HKDSE examination. Five interviewees considered that the quality of school's teaching materials is low, which has driven them to receive English tutoring.

While Johnny and Tony found the teaching materials too easy, which discourages their English learning; they found the teaching materials of English tutoring more examination -oriented and of higher difficulty:

Excerpt from Johnny: The guideline(s) of school's textbook is not quite clear.... At the beginning of each integrated writing exercise, there is only a small bracket as reminders...The most appealing area of my tutor's teaching materials is that they always display with points to note and are more difficult.

Excerpt from Tony: The quality of the published textbook my school uses is quite poor...I would complete any assignment from it less seriously... the teaching materials of my English tutor are more reliable and unique...Many former students of him also recognized his materials.... I can benefit more from them.

Furthermore, Hayley and Lily found teaching materials of their school too obsolete and they appreciated the materials of their English tutors. The following excerpt from Lily displays the shared idea of them:

Excerpt from Lily: My tutor has hired some retired teachers and foreigners to formulate her teaching materials....She always distributes us with many self-made teaching materials such as the latest English newspaper cuttings...The publishing year of school's teaching materials might be years ago, which makes us know more about such updated news... the questions of HKEAA are always about these updated social issues. Since my school rarely mentions them, this may bring us with a disadvantage.

4.4.2 Tendency to constant drilling versus Tendency to teaching examination skills

It is interesting to find that both English teachers and English tutors are examination-oriented in their teaching. Nonetheless, almost all interviewees raised concerns about the pedagogies adopted by their English teachers. While constant drilling is the key tactic of the teachers to make their students familiar with the formats of HKDSE examination, all interviewees except Kelvin explicitly noted that they appreciated those examination skills learnt from English tutoring.

According to Ida: My English teacher would teach grammar in a general sense and rarely teaches skills...

According to Johnny: My tutor would assume that we have acquired something at school and teach advanced skills

According to Harry: Since star-tutors usually teach with a series of skills with specific names...it is easier for me who likes Mathematics to acquire.

According to Hayley: I would not have upgraded from level two to level four if I had not relied on the skills my tutor taught and not done her exercises.

The following excerpt from Lily displays the shared idea of Tony, Wallace and her:

Excerpt from Lily: Her teaching is too theoretical...English tutoring is more practical since it really aims at skills of different papers in a very detailed manner.

4.4.3 Differences in the English teaching of different papers

In the English language examination of the HKDSE, candidates are tested with four papers, namely, (1) Paper 1: Reading, (2) Paper 2: Writing, (3) Paper 3: Listening and Integrated Skills and (4) Paper 4 Speaking. Based on the findings from the interviews, Table 4.1 illustrates the paper(s) that each interviewee found English tutoring more useful than English teaching at school. All of them also found the teaching of paper one and paper two by their English tutors conceivably more appealing than that of their English teachers; Half of interviewees reported that their English tutors teaches paper three in a better manner; on the other hand, only two interviewees found the teaching of paper four in English tutoring more favorable.

Name of Interviewee	Table 4.1: Paper(s) that each interviewee finds English tutoring more useful than English teaching at school			
	Paper 1: Reading	Paper 2: Writing	Paper 3: Listening and Integrated Skills	Paper 4: Speaking
Tony	*	**	*	
Ida	*	*	*	
Johnny	*	*		
Harry	*	*		
Wallace	*	*		
Lily	*	*	*	*
Kelvin	*	*		
Hayley	*	*	*	*
Total Number	8	8	4	2

** The paper that the students found English tutoring especially more useful than English teaching at the day school

*The paper that the students found that English tutoring useful than English teaching at the day school

The following parts further illustrate how perceive inadequacies of English teaching of different papers in school are supplemented by English tutoring.

Paper 1: Reading

According to the Hong Kong Examinations and Assessment Authority (2014), the framework of Paper 1 and Paper 3 are the same: both papers are composed of three parts, namely, Part A, Part B1 and Part B2. All candidates are required complete Part A, followed by choosing either Part B1 (which is designed to be the easier section) or Part B2 (which is designed to be the most difficult section). Candidates who attempted Part A and B2 can attain the full range of levels while Level 4 is the highest level attainable for candidates who attempted Part A and B1.

To boost students' reading competence, English tutors usually teach by years of past examination papers. Also, while the English teachers would assign students to do the whole reading exercises of the published textbook and check answers afterwards. They would explain a few questions commonly mistaken by students during English lessons. English tutors usually teach paper one by classifying questions of past public examinations into different question types and teaching skills specific to each question type. Kelvin, Tony, Ida, Kelvin, Hayley and Ida explicitly mentioned how their tutors teach in this paper:

According to Tony: My English tutor would teach reading questions based on different types, for example, "True, False, Not Given" and matching synonyms.

According to Ida: To deal with a question which asks for a reason, we can go through the passage and search for sentences with positive and negative meanings or similar wordings between the reading passage and the question.

Kelvin and Hayley explained that their tutor teach how to answer reading questions according to word's part of speech. The following quotation from Hayley displays the shared idea of them:

According to Hayley: My English tutor taught how to choose in multiple choices by elimination and how changes in part of speech can help answer some questions.

Johnny and Harry mentioned how their reading speeds have become faster after receiving English tutoring:

Excerpt from Johnny: My English tutor taught us we should read the first and the last sentences of each paragraph... or repetitive wordings for emphasis. I can read more swiftly now.

Harry further mentioned how his English tutor explained the pattern of questions in Paper 1:

Excerpt from Harry: There is a sequence of answering reading questions...If the answer of question four is in paragraph five, that of question three will not be in paragraph seven...I can narrow down the scope of reading instead of searching for answers aimlessly.

Lily noted how the different difficulty of reading exercises and advice of English teachers has made English tutoring more reliable.

Excerpt from Lily: The difficulty of those Part B2 reading exercises in school does not comply with that of DSE...my English teacher seems to teach for remedial purposes and would even tell the class to choose Part B1... this was a little bit weird since teachers should make students strengthen themselves. ... My English tutor would assign reading exercises according to students' standard. For those lower-achievers of English, they can get part B1 exercise. This is flexible enough.

Paper 2: Writing

According to the Hong Kong Examinations and Assessment Authority (2014), there are two parts in Paper 2: Writing. Part A is a short guided writing task; Part B is composed of eight questions based on the modules in the Elective Part of the three-year senior secondary English Language curriculum (S4-6). Candidates are required to choose a question and write about 400 words.

Teaching of Paper 2: Writing

To train students' writing competence, the English teachers are accustomed to assigning students to prepare for a writing question at home and to compose an essay in a double lesson. The topics of writing questions are always related to those of the published textbook. They rarely offer writing homework. Johnny and Hayley shared how the perceived inadequacies of this practice:

According to Johnny: This might be a bit in a hurry and we may be unable to think deeply enough.

According to Hayley: Sometimes, I thought there was no way to begin these in-class compositions.

On the other hand, Hayley, Johnny and Ida explained how their English tutors teach different writing strategies in a detailed manner.

Excerpt from Hayley: My English tutor would offer sample essays to us and advise us to extract some details from the essays to enrich the content of our own essays... This could make marker feel that I have better English foundation and therefore offer higher marks... Since I have acquired much more information and skills, I am more confident to face English examinations.

Excerpt from Johnny: Sometimes, I might come up with a cause of a problem. I would miss something important if some keywords had not appeared in the question. My tutor would explain contents and required format. He would teach us, for example, what causes and solutions of a problem are, go deep into it and teach us how to answer it in a better way. If I did not answer, my content marks would be deducted.

Excerpt from Ida: My teacher would not talk specifically about how to write different genres...However, my English tutor would explain how to get higher marks by applying different writing skills, suitable content and correct formats through past paper questions.

Hayley and Harry said that their tutors provided canned sentences of writing. The following excerpt from Harry illustrates the shared idea of them:

Excerpt from Harry: My English tutor would explain how to deal with a writing question by writing mind-map. He also offers canned sentences for recitation that I can apply after recitation...

Lily also doubted the quality of sample essays distributed by her English teacher:

Excerpt from Lily: My English teacher would analyze how bad that writing scripts that got level one or two are. This is not beneficial since we should read some good essays instead.... My tutor would offer us with excellent writing scripts and analyze how good they are.

Johnny further explained how he makes use of sample essays offer by his tutor:

According to Johnny: My English tutor offers us with both writing exercises and sample essays...He usually requires us to focus on idea generation or composing one to two content paragraphs. Then, I can compare our essays with samples; notice how much the difference is and how much I can improve.

Feedback of writing exercises

From the interviews, it is also found that the comments of writings that English teachers offer are perceived to be too brief and are mainly related to grammatical mistakes or erroneous use of vocabularies. Harry is a typical interviewee who raised such a concern:

According to Harry: My teacher would only comment on whether a composition has digressed or whether the application of some vocabularies is not accurate enough well. Yet, she did not offer correct examples concretely.

Lily predicted the cause of such an inadequacy and explained how her tutors did differently:

Excerpt from Lily: My English teacher would be too occupied since she needs to mark all the essays on her own and to deal with much school administration work...She would only offer a few comments. My English tutor has a large team to help her mark the essays and therefore I can get many comments about grammar and content.

English tutors are capable of scrutinizing how their tutees can polish up their writing capacities and providing constructive comments of both content and grammar in a more detailed and personalized manner.

English tutors are capable of scrutinizing how their tutees can improve their writing capacities and providing constructive comments of both content and grammar in a more detailed and personalized manner. Hayley described her worry on the lack of constructive feedback from her English teacher and the corresponding services of English tutoring:

Excerpt from Hayley: I have no idea whether I wrote rightly. If I make any mistakes that I am not aware of, I will write something wrong again and get no mark in examination...My English tutor would highlight what areas I wrote wrongly and comment on how I can improve myself. I find her marking criteria sticking closer to that of DSE.

Wallace also commented the different efficiencies of correcting writing exercises:

According to Wallace: Whenever our English teacher has collected our writing exercises, she would give them back to us after a while; whenever I submit an essay to my tutor, I can get it back next lesson.

Acquiring vocabularies useful to English examination

While Kelvin explained why examination skills are not that weighty to him, he mentioned how significant learning vocabularies from English tutoring is.

Excerpt from Kelvin: Whenever you understand the meaning of passages, you have no need to apply so many examination skills. What I mainly want to enhance is my vocabulary power... My English tutor teaches so many vocabularies and sentence patterns. All these are helpful to different papers.

There are two ways that the English teachers adopt to enhance students' English vocabulary power, namely, doing English newspaper cuttings and taking down vocabularies into vocabulary books. Nonetheless, five interviewees reported that English tutoring could better enable them to acquire vocabularies useful to examinations in a detailed manner, especially to Paper 2: Writing.

Excerpt from Johnny: At the beginning of each lesson, my English tutor conducts 'Vocabulary Dictation' that teaches five difficult vocabularies or collocations... this can remind us of vocabularies or let us learn some new words...Although I cannot apply all of them, this practice is quite practical to writing.

Excerpt from Hayley: My tutor would evaluate which vocabularies markers would appreciate. I am more confident to remember these vocabularies then.

Excerpt from Wallace: I complete those vocabulary books only out of homework submission's purpose. My English tutor would explain what content of his sample essays we can apply to our own writings and explain useful vocabularies.

Harry and Tony added that they would apply vocabularies their tutors taught to in-class writing exercises:

Excerpt from Harry: Those vocabularies in newspaper cuttings are always quite weird ...when I did a cutting about committing suicide, those vocabularies were too professional...My English tutor would explain a passage thoroughly and highlight vocabularies that are apt and related to daily life. I would apply vocabularies that he taught to compositions at school instead.

Excerpt from Tony: My English teacher would ask us to take down some vocabularies into a vocabulary book. Yet, I would not revise the book since it is only for homework submission. Since my English tutor would pick up vocabularies commonly found in public examination, I would apply those vocabularies that are simple, easily understood and practical enough to my compositions instead... This made me more assured and my writing ability has improved much.

Paper 3: Listening and Integrated Skills

There are two parts in Paper 3, namely, Listening (Part A) and Integrated Skills (Part B). All interviewees believed that the teachings of Part A; Listening between their English teachers and English tutors are quite similar: doing listening questions followed by answer checking. Their key difference between them is similar to the teaching of Paper 1: Reading: The English tutors would classify the questions into different types and teach the skills specific to each question type. Nonetheless, four of them reported that their English tutors better teaches Part B: integrated skills in two main aspects. The first area is that English tutoring provides wider coverage of formats. As mentioned by Tony:

Excerpt from Tony: My teacher would briefly mention those formats in the textbook...My English tutor would explain how to distinguish and apply different format such as letter and memo...This is all-round.

Johnny further explained how such a difference has made English tutoring appealing:

Excerpt from Johnny: In school, exercises of integrated writing are not quite clear-cut...There is only a small bracket beside the answer sheet as a reminder. My English tutor would explain more about those important areas for getting marks...This makes us acquire skills more easily.

Besides writing formats, Ida and Lily remarked that their English tutors taught them how to select suitable information from data file. The following excerpt from Lily displays their shared idea:

Excerpt from Lily: My English teacher claimed that practice with concentration makes perfect. In integrated writings, she would ask us to check how many points we took on our own and she would check them again. I found this practice not helpful...My English tutor would teach us which pages of data file tasks are related to which task and explain how to get integrated writings well-done specifically.

Paper 4: Speaking

According to the Hong Kong Examinations and Assessment Authority (2014), there are two parts in Paper 4: Speaking. The first part is Group Interaction and the second part is Individual Response.

Different from other papers, only Lily and Hayley clarified that they appreciated the teaching of speaking in English tutoring more than that in school. The following excerpt from Hayley displays their shared idea:

Excerpt from Hayley: Our English teacher would divide us into groups of fours for group discussions. We conduct these discussions without any comments from her afterwards...My English tutor would arrange some oral practices for us. She also hires some foreigners and we can listen to their recordings on the tutor's website.

The rest of the interviewees pointed out that their English tutors mainly teaches a series of ways to responses in different scenarios of the examination theoretically while those speaking practices during English lessons in school not only are more practical and authentic but also allow them to be situated in an English speaking environment. Tony is typical interviewee who raised this concern:

Excerpt from Tony: In speaking, my English teacher teaches better instead. She would invite some classmates to conduct group discussion and individual response in front of the whole class... However, my English tutor merely teaches the strategies concerned. I think this is so so since he would just teach ways of response, for example, we must recap what the previous candidate had talked about.

Because of this, it is believed that the training of Paper 4: Speaking may not be a major cause that drove the majority of senior secondary English tutees to receive English tutoring.

4.5 Social Level

All the interviewees have resorted to English tutoring so that they can sustain their English standards or even attain higher levels of English language in the HKDSE examination. This can enhance their chances of (1) entering local UGC-funded undergraduate programmes and (2) getting a career path that they hope in the future. All these can be attributed to peer competition in public examination and in the future labor market, which urges students to devote themselves to learning English through English tutoring.

According to Johnny: Although I have no idea on which programme I should study at a university, the level of English language is important since some undergraduate programmes multiply candidates' English grade.

According to Kelvin: My current English grade school is level three. The average marks of entering the undergraduate programme I like was around twenty-five. That means I need to get level five or above in English language.

Lily and Tony explicitly described that upgrading English level is decisive to their entrance into undergraduate programmes desirable to themselves.

According to Lily: I want to study PERM at the Hong Kong Baptist University and its average entering marks was twenty-one. Since my latest estimated English grade is level three, I will have higher chance to get into this programme if I get level four or five in English Language.

According to Tony: The “best five” of my favorite programme was twenty-five marks. Therefore, I need to get level five in each subject. My academic results of Chinese and an elective subject are not quite good. If I only get level four in English language, my chance of getting into a university will be quite elusive. If I join English tutoring, I would be able to achieve my goal.

Besides getting a desirable English grade for admission into a university, Tony, Hayley, and Ida also believed that English tutoring would be helpful to their undergraduate studies.

According to Tony: If I did not receive English tutoring and lacked English foundation, I would be unable to meet the English requirements of any university.

The following quotation from Ida displays the shared idea of Ida and Hayley:

According to Ida: Since I need to study through English in my undergraduate studies, English tutoring can enhance my expression ability. This is especially vital when I need to write papers.

Furthermore, Tony mentioned how English tutoring can do good to his future career indirectly:

According to Tony : When I look for a job in the future, potential employers would judge me based on my English grade.

Kelvin and Lily explicitly describe how English tutoring can facilitate their English communication in future career :

According to Kelvin: As to career, better performance in English language means speaking fluent English. English tutoring can enable me to communicate with foreigners more naturally and therefore it will be easier to reach compromises.

According to Lily: Studying is for future career...I want to work in sports management field in the future. Its development is better in foreign countries and it requires much interpersonal communication. If I learn English through English tutoring now, I will work more outstandingly in the future.

Johnny and Ida also mentioned the sayings of their senior family members on how a brilliant English level can result in better career prospects:

According to Johnny: My mother always talks about the recognition of different universities. That is, when a graduate from HKU and another graduate from Lingnan University is looking for the same job, the employer may prefer the HKU graduate. Therefore, she thinks that I have to perform well in English language to get into one of the best three universities in Hong Kong.

According to Ida: My grandparents support me to receive English tutoring since they thought I could get a better job by entering a university by performing better in the DSE.

Ida, Hayley and Harry also maintained how significant the diligence emphasized by Confucianism is when it comes to achieving a better future through English tutoring:

Excerpt from Harry: My mother thinks that being more diligent leads to more tutoring and more tutoring accounts for higher marks... Higher marks ensure me to enter a university and graduating from university ensure me to get a better job. The following excerpt from Hayley displays the shared idea of Ida and her:

Excerpt from Hayley: Traditional Chinese values is quite influential in Hong Kong...As other Asian countries, the city emphasizes much on academic results....one can get better opportunities by resting on diligence... People would label those who study poorly. I want to get better academic results than others do so that I could get higher achievement in the eyes of others.

The following tables summarize the findings of the first part of this chapter. The background information of each participant collected through pre-interview questionnaires and interviews with all participants are recorded in Table 4.2. Also, the major causes that facilitated the participants to keep receiving English tutoring are demonstrated in Table 4.3, which aims to identify the major similarities and differences of different participants. In Table 4.4, the factors that facilitated the participants to choose their own English tutors are also displayed as follows.

Table 4.2: Details of the data collected from pre-interview questionnaires and interviews with students

No	Details of each participants					History of receiving English tutoring		Academic assistance of English Language				Other information
	Pseudonym	Sex	Class	When and What?	Latest English grade in intra-school exam.	Causes of (a) receiving English tutoring and (b) choosing English tutors	Frequency, Monthly Expenditure	English Tutor	Family members	Peers	Others	
1	Kelvin	M	5C	-Junior Secondary- One-to-one and mass tutoring centers	3	<u>Causes of English tutoring</u> Improving unsatisfactory English result -Peer as companion -Learn more vocabularies and sentence patterns <u>Causes of choosing the tutor</u> -Friends' recommendation -Fame of the English tutors	1 lesson/ week 1.66 hours/ lesson Cost: HKD \$680 (1.66 hours/ week)	Yes	No	No	No	-Practices and understanding are more important than skills
2	Johnny	M	5C	-No participation before	3	<u>Causes of English tutoring</u> - Succumbing to Mother's pressure -Improving unsatisfactory English result <u>Causes of choosing the tutor</u> -The tutor with the most posters -No idea about other tutors	1 lesson/ week 1.25 hours/ lesson Cost: HKD \$540 (1.25 hours/ week)	Yes	No	No	No	
3	Hayley	F	5H	-Primary- small group -Junior Secondary- one-to-one	4	<u>Causes of English tutoring</u> -Improving unsatisfactory English result -More practices -Learning examination skills <u>Causes of choosing the tutor</u> -Friends' recommendation - Tutor's relaxing teaching style -Comments from online forum	1 lesson/ week 1.25 hours/ lesson Cost: HKD \$540 (1.25 hours/ week)	Yes	No	No	No	-Language is important to entering and studying at university

4	Tony	M	5C	-Junior Secondary-mass tutoring center(s)	4	<u>Causes of English tutoring</u> - Fear of lagging behind - Higher quality of English tutors -More reliable and difficult teaching materials <u>Causes of choosing the tutor</u> - Peer's Recommendation - Comments of online forum	1 lesson/ week 1.25 hours/ lesson Cost: HKD \$490 (1.25 hours/ week)	Yes	No	No	No	Getting Level 5 in English is decisive in getting into the programme he yearns for
5	Ida	F	5C	-No participation before	3	<u>Causes of English tutoring</u> - Improvement in unsatisfactory result -Tuition fee paid by uncle rather than parents -Learning examination skills <u>Causes of choosing the tutor</u> -Recommendation form auntie	1 lesson/ week 1.5 hours/ lesson Cost: HKD \$540 (1.5 hours/ week)	Yes	No	No	No	Her participation in English tutoring is highly supported by different seniors
6	Harry	M	5C	-Junior Secondary	3	<u>Causes of English tutoring</u> - Learning more skills for getting higher marks -Further Studies <u>Causes of choosing the tutor</u> -Friends' Recommendation -Trust in Beacon College	1 lesson/ week 1.25hours/ lesson Cost: HKD\$580 (1.25hours/ week)	Yes	No	Yes	No	
7	Lily	F	5H	-Primary-small-group	3	<u>Causes of English tutoring</u> - Enhancing English language proficiency for daily life's uses -Getting Better Performance in HKDSE <u>Causes of choosing the tutor</u> -Friends' Recommendation -Daily-life orientation of the tutor	1 lesson/ week 1.25 hours/ lesson Cost: HKD \$520 (1.25 hours/ week)	Yes	Yes	Yes	No	-Enhancing English language proficiency for daily life's uses and future career is more important than better performance in HKDSE

8	Wallace	M	5C	- Primary and Junior Secondary : one-to-one tutoring	3	<u>Causes of English tutoring</u> - Parental Pressure -Peer Pressure <u>Causes of choosing the tutor</u> - Suitable Timeslot - Tutorial center close to his home -Tony Chow pleasing to the eye -No idea about other English tutors before	1 lesson/ week 1.25 hours/ lesson Cost: HKD \$435 (1.25hours/ week)	Yes	No	Yes	No	-Mother is highly impressed by the success of her colleagues' children who takes English tutoring
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Table 4.3: A comparison of major causes of keep receiving English tutoring

Causes Pseudonym	Own supporting view(s) on English tutoring	Parental influence	Peer influences	Getting desirable English grade in HKDSE for (a) further studies (b) future career	Better understanding of English language	Unsatisfactory teaching of English teacher
Kelvin	★		★	★	★	
Johnny	★	★		★		
Hayley	★			★		★
Tony	★		★	★		★
Ida	★			★		★
Harry	★	★	★	★		★
Lily	★		★	★	★	★
Wallace	★	★	★	★		★
Total	8	3	5	8	2	6
Causes Pseudonym	Inadequacies of school's teaching materials	More practices	Acquiring examination skills	Acquiring vocabularies useful to English examinations	Higher difficulty than English teaching in school	Tuition fee paid by uncle instead of parents
Kelvin		★		★		
Johnny	★★		★	★	★	
Hayley	★	★★	★			
Tony	★		★	★	★	
Ida			★			★
Harry			★	★		
Lily		★	★	★	★	
Wallace	★		★	★		
Total	4	3	7	6	2	1

★★: Key cause of receiving English tutoring

★: Cause of receiving English tutoring

Table 4.4: A comparison of factors affecting participants' choices of English tutors

Student No.	Suitable timeslot And location	Recommendations from family members	Peer Recommendation	Teaching content of English tutors	Tutor's Advertisement(s)	Teaching style of the English tutor	Fame of the English tutors	Lack of understanding on other English tutors in the beginning	Comments of online forum
Kelvin			★				★		★
Johnny					★			★	
Hayley				★		★	★	★	★
Tony			★		★		★		
Ida		★		★			★		
Harry				★				★	
Lily			★	★		★			
Wallace	★							★	
Total Number	1	1	3	4	2	2	4	4	2

Chapter 5: Discussion and Analysis of Research Findings

5.1 Social Influences on English tutoring

To address the research question, the high popularity of English tutoring appears to manifest the social significance of English language in Hong Kong. Whilst the sovereignty of Hong Kong has been transferred to the People's Republic of China since 1997, English still plays a profound role in sustaining the prosperity of Hong Kong. In the post-colonial period, a language policy of biliteracy and trilingualism, of which English is its integral part, has been introduced. English language, which is learnt as a second language (L2), is not only a compulsory subject in secondary schools. It is also the medium of instruction (MOI) in most renowned secondary schools. Many parents would strive for excellence to ensure their children admitted by EMI (English Medium Instruction) schools which attain higher university entrance rates in general.

Under such a circumstance, English tutoring, a related product of English has been launched in the market. Since English “symbolizes wealth and power in Hong Kong” (Nunan, 2003, p.597), English tutoring seems to provide an available access to higher social status by facilitating the students to perform better in the public examination, which is seemingly critical to more desirable conditions of further studies and career prospects. Regarding further studies, the high-stakes HKDSE examination is a major determinant of post-secondary opportunities in Hong Kong. Despite the approximate 60% gross enrollment rate in tertiary (Hong Kong, Education Bureau, 2012), the sector is stratified. While all participants of the study asserted that they want to be enter UGC-funded undergraduate programmes, as reflected by their latest intra-school examination, all of them were estimated to get level 3 or level 4 in English language if they sat for the HKDSE examination for the time being. Though Yung (2015)

claimed that students need to “pass” in public examinations of English language to compete for the limited university places (p.711), the required English levels of the admission into elite institutions and many prestigious programmes are usually beyond the minimum requirement (level 3). As a result of this, when some students find that the English teaching in school is not effective enough to improve themselves to the extent that can enter the programme they desire, English tutoring would be deemed as an alternative to help them achieve highest possible levels. Turning to career prospects, most Chinese students have widely-known emphasis of learning for getting a good career (Gow, Balla, Kember & Hau, 1996). Since English language is more valuable than other languages in the market of linguistic commodity in the post-colonial Hong Kong (Block & Cameron, 2002), English tutoring, which could enhance student's' examination performance, is crucial since it would enhance students' prospective values in the labor market.

There exists two implications deduced from the above-mentioned developments. With the emphasis on the open examination, examinations skills acquired through English tutoring are used to deal with examination questions exclusively. In this sense, the upholding of English as “the language of global communication” (Curriculum Development Council & Hong Kong Examinations and Assessment Authority, 2007, p. 2) would not have resulted in the popularity of English tutoring. Another consideration is that it is mainly extrinsic motivation - ‘the motivation to engage in an activity as a means to an end’ (Pintrick & Schunk, 2002, p.245) or “instrumental motivation”, where English is learnt owing to its practical value and advantages (Gardner & Lambert, 1972), of the students concerned that renders them to receive Star-English tutoring. To prevent confusion, the following discussion is illustrated by extrinsic/intrinsic motivations dichotomy.

5.2 Perceptions of constant drilling

As reflected from the interviews of this research, constant drilling of examination-oriented exercise is the key pedagogy of the English teachers of the targeted school. The English teachers would believe that the drilling could not only ensure their students to be familiar with the formats of the public examination but also nurture students with the 'skill' of getting examination questions as accurately answered as possible within the time limit. Nonetheless, it is believed that constant practice has been unable to sufficiently fulfill the extrinsic motivation of students, which is analyzed from the three aspects as follows:

Most students are motivated to learn only when the linguistic feature of comprehensible input are just a little beyond their current linguistic competence (Krashen, 1982). Because of this, the first concern is that students would be demotivated to learn English learning in school when the published textbook used in school are perceived to be of low difficulty.

The second concern is about the preferred approaches of English learning. As reflected in research findings, the English teachers always assign the students to do exercises without details explanation afterwards. This practice appears to encourage the students to adopt a surface approach (Marton and Säljö, 1976a, 1976b) of learning English. In spite of this, the highly extrinsic motivation of the students would facilitate their tendency to adopt the combination of achieving approach (Bigg, 1987) together with surface approach to learn English intentionally. These students may not only attempt to make sense of their use of language but also prefer the use of strategies that facilitate their understanding in the language. The English teaching in school might not be able to respond students' learning approach since such kind of students should be taught by 'incorporating the training of skills and strategies that facilitate students to advance in their understanding and usage of English, while helping them to build their basic competence and to meet school assessment criteria' (Mak & Chik, 2011, p.212). Advancing the understanding of English is quite critical to those students who aim to get level five or above. This can be

illustrated by the teaching of Paper 1: Reading of the HKDSE examination. According to Hong Kong Examination and Assessment Authority (2014): while ‘anyone hoping to achieve a level 5 must attempt Part B2’ (p.172), particularly in Part B2, the candidates are expected to ‘make inferences about attitudes and arguments as well as interpret figurative language’ (p.172). In light of this, the over-reliance of constant drilling at school may be perceived not to steer students’ in-depth understanding of reading passages and therefore not to help students improve themselves to higher levels effectively.

The third concern is about the perceived difficulty in catching up with the pace of constant practice. As reflected by Hayley:

Excerpt from Hayley: Doing exercises constantly is quite exhausting... I like listening to my tutors’ teaching about examinations instead of writing too much...Her notes include many key points...This is more relaxing.

‘Aspiration for learning cannot be ignited in school experience when students are confronted with the fear of being expected to learn too much within a short time.’(Bray & Kwo, 2014, p.412). The more insufficient student’ self-perceived competence to meet the pace of English teachers, the more the fear exists. When the English teachers would be required to follow and give too much weight on fully-fledged coverage on the designated curriculum, they would not be capable of judging if and how students are adaptable to such a fast pace. Whether students are willing to cognitively engaged in the practices would also be overlooked. As a result of this, those students who are not only unable to re-solve English learning problems independently but also are concerned about own competitiveness, would invest in English tutoring which appears to provide them with seemingly effective and quick solutions to the problems.

When students cannot be motivated during English lessons due to the aforementioned developments, insufficient attention, ‘off-task’ attitude and passivity would emerge in the English lessons of schools. As commented by Lily:

My English teacher always needs to deal with different classroom affairs, for example, collecting homework or reproaching us for our mistakes, this would in turn shorten her teaching time...Through many of my classmates want to be attentive, the other classmates may be playing something and adversely affect the classroom atmosphere.

Since discipline for an expected norm of classroom behavior is a central concern of mainstream schools, the noise in school classrooms would have distracted English teachers so much. When so much time has been spent on disciplinary problems, the English teachers may need to further catch up with the syllabus and it would be more reluctant for students to follow the pace. English learning would lapse into a vicious cycle that the exacerbation of the perceived reluctance to follow the lessons. On the other hand, as the self-selected students attend, tutorial lessons with a sense of purpose (Kwo & Bray, 2014); English tutors do not usually face such problems of discipline.

Due to these perceived problems, many students would find the value of such drilling in school too ambiguous and feel the lack of direct benefit. On the other hand, while whether English tutees have actual communication proficiency or a genuine interest in English language appears not to be a concern, English tutors would offer many practical examination skills, equally with resourceful lecture notes and drilling exercises. As many English tutors are also used to meticulously analyzing a few question types in each tutorial lesson, the feeling of fruitful achievement through having immediate goals to accomplish could be experienced by the English tutees more easily. Because of this, the tutors would be appreciated to tutoring takes positive actions of preparing for public examination and therefore better help soothes their examination stress. In spite of this, these practices could not be easily attained in daytime schools not only because some teachers would assert that ‘such skills were not linguistic in nature’ (Kwok, 2001, p.178). This situation could be concluded by the stance of Zhan et.al. (2013) that “there seemed to be a perceived disconnection between the mandated forms of pedagogy and the examination skills required for university entrance.”(p.504)

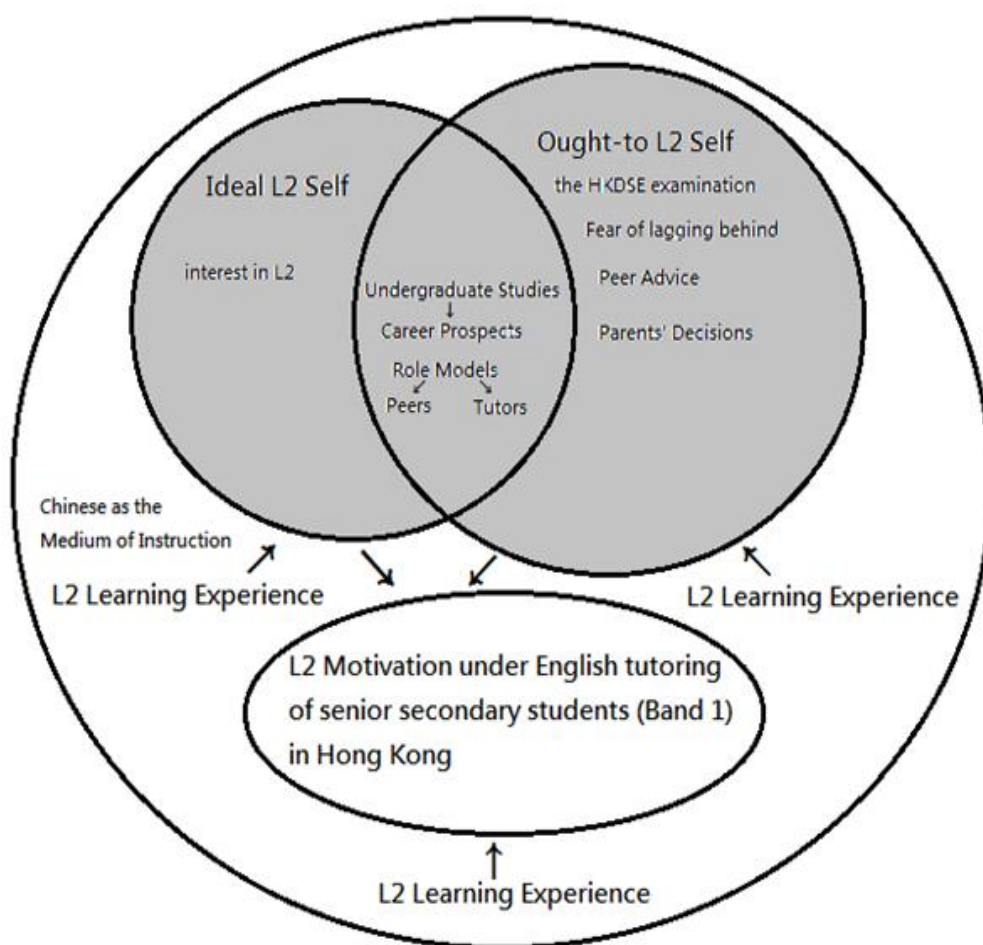
5.3 Dearth of Intrinsic Motivation in school environment

Motivation is a key factor of acquiring a second language (Giles & Byrne, 1982; Schumann, 1978). While English is not ordinarily used in social encounters of local students and Hong Kong secondary school students prefer to speak Cantonese instead of English whenever possible (Luk & Lin, 2007), it is believed that many senior secondary English teachers would regard the HKDSE examination as a ‘extrinsic motivator’ of encouraging students to work more diligently. Ironically, it is intrinsic motivation that has positive correlation to a high level of English attainment (Lin & Detaramani, 1998; Lin., 1991). Because of this, constant drilling might have strangled many students’ chance of cultivating genuine interest of English through English learning in school. This can also explain part of the reason why many students seems to lack motivation to study English although they may be aware of the significance of learning English. On the other hand, some English tutors are accustomed to offering their tutees with authentic materials relevant to tutees’ daily-lives, especially updated newspaper cuttings, which contribute to “the deeper and more rapid processing’ (Mishan, 2005, p. 28). They would highlight the vocabularies and sentence patterns of these authentic texts applicable to the open examination. With the fact that students are motivated to learn only when they find it crucial and meaningful to them (Biggs, 1995), these tutors appears to skillfully triggers tutees’ intrinsic motivation together with extrinsic one, which has made their teaching more appealing than that of mainstream schools.

5.4 Application of L2 Motivational Self System to senior secondary English tutees

After summarizing the research findings, Dörnyei's L2 Motivational Self System (2005, 2009) is applied as a theoretical framework to illustrate the system of L2 motivation under star-English tutoring of secondary students (band one) in Hong Kong as follows (Figure 5.1).

Figure 5.1: Schematic representation of the L2 Motivational Self System
under star-English tutoring of secondary students (band one)
in Hong Kong



There exists three main components in the diagram. The first two components are the future self-guides which indicate a non-static conception that can illustrate one's process of moving from the present to the future (Markus & Nurius, 1986): One of them is Ideal L2 Self, which can refer to learning English out of genuine interest in it. The future self would be a visualization of one's intrinsic motivation. The other component is ought-to L2 self, "which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p.29). The items appeared only in the Ought-to L2 Self (Example: Parents' Decision) can be considered as motivating sources that help fulfill one's extrinsic needs of academic achievements.

Also, most English tutees in this study somehow expressed how their fear of getting unsatisfactory English results in the public examination has facilitated their participation in English tutoring and their purpose of achieving the highest possible English levels tends to be external to themselves. As a result, despite the overlapping of the two self-guides, it is believed that highly dominating ought-to L2 selves has been generated on most of the English tutees concerned.

The L2 learning experience, the third component of the system, is related to a series of techniques that can promote motivation (Dörnyei, 2009). The following would illustrate whether the learning environments applicable for all English tutees in Hong Kong mentioned by Yung (2011, p.58) would be applicable to the targeted population of this research:

Chinese as Medium of Instruction

As reflected by the pre-interview questionnaires, the main medium of instruction of the tutorial courses of all participants is Chinese. Five out of eight participants indicated that they prefer to learn through Cantonese in English tutorial lessons. Excerpts of Hayley and Tony as follows display the shared idea of them:

Excerpt from Lily: English is not our mother language... I feel more comfortable when my English tutor explains key points and skills through daily-life related jokes in Chinese.

Excerpt from Tony: When my tutor teaches through Chinese, tutees from schools of all bandings could understand what he teaches conveniently...using English to teach so would make his teaching more complicated and more difficult to be understood.

As a result, Chinese as medium of instruction tend to be a key learning atmosphere of senior secondary English tutees. With examination-oriented feature of English tutoring, many English tutees would find this practice highly effective to learn examination skills and therefore more motivated to listen to the teaching of their tutors. Bray & Kwok (2003) commented that this can enable the tutors to teach without sticking to extra baggage in linguistic correctness. As a result, Chinese as medium of instruction tend to be a key learning atmosphere of senior secondary English tutees.

Peers as companion

While six out of eight interviewees attend English tutorial lessons on their own, Lily and Kelvin attend their lessons with their peers. Also, it is only Kelvin who reported that being accompanied by his peer has fortified himself against laziness during tutorial lessons.

According to Kelvin: Whenever I notice my friends attending tutorial lessons seriously, I would not be that lazy or feel sleepy. This would alert me and I would not want to lose to others.

As a result, peers as companion appears not to be a major learning environment of the targeted population of this research.

Fun learning environment and Good tutor-tutee relationship

When asked about the learning environment of English tutorial lessons, several participants pointed out that the atmosphere quite different from that in school. Ida is a typical interviewee who shared such a view:

Excerpt from Ida: While I can learn English with my friendly classmates at school, I have no interaction with other tutees and those assistant teachers responsible for distributing teaching materials...each of us is like attending the lessons separately.

Several interviewees also pointed out that the learning atmosphere in their tutorial lessons is quite tedious. Tony is a typical interviewee who shared such an idea:

Excerpt from Tony: The pace of my tutorial lessons is very fast...My English tutor appears to be responsible for teaching while we seem to be responsible for listening to his teaching and taking down notes. The personality of my tutor is quite serious and his teaching is quite boring.

Another consideration is that six interviewees reported that they attend video classes of their English tutor. There is no in-person interaction between their English tutors and them. As a result, it is believed that fun learning atmosphere and good tutor-tutee relationship are not applicable when it comes to the learning experience of the targeted population.

Chapter 6 Conclusion

6.1 The popularity of English Tutoring

The major causes that have facilitated senior secondary students to look for Star-English tutoring have been identified in this research from two aspects, namely, differentiated demand-related causes and supply-related causes. Within differentiated demand-related causes, the issue was investigated from four levels, namely, individual level, family level, school level and social level. Altogether eight English tutees who were my students of teaching practicum school, participated in this study to collect data for further analysis. Qualitative research methods was adopted to study the non-numerical data collected from the pre-interview questionnaires and the following interviews.

All participants of this research tend to receive English tutoring for enrichments purpose- They tend to be extrinsically motivated to attempt to the highest possible levels of English language in HKDSE examination for (a) further studies and (b) career prospects. Continuous participation in Star-English tutoring is believed to be effective enough to well-equip themselves with seemingly useful teaching materials, strategies and skills. In spite of this, English tutoring seems to facilitate the over-emphasis academic result and would result in the myths of what “success” means to English learners. For instance, does achieving the highest English level (Level 5**) indicate the most fruitful English learning? In the long run, does enormous capacity of earning money indicate a fruitful life? All these deserve further reflection of different stakeholders in English language education.

6.2 Research Limitations

When generalizing the findings of this study to all senior secondary English tutees who are studying in band one schools of Hong Kong as a whole, with the limitations of this research, certain caution is required. The selected sample size of participants in this research is relatively small, with only eight students participated in the completion of both pre-interview questionnaires and the interviews. Their perceptions might reflect only part of the reality of the causes that facilitates senior secondary students in band one schools to receive English tutoring. Another consideration is that this research presents merely students' self-reported English levels of intra-school examination, which might be different from their actual levels. Furthermore, some participants may have provided neither their authentic views nor true feeling during the interviews. Finally, since this research investigated only from the perspective of English tutees, voices from a broader spectrum of stakeholders (English teachers and English tutors) were overlooked and they were not given any chance to respond to verbatim of students' voices.

6.3 Recommendations for further investigation

With the aforementioned limitations, this research can provide some insights for further study. Addressing the sample size, more English tutees from band one secondary schools can be investigated in further researches. Also, further researches can be conducted by investigating what the major causes of English tutoring are for those senior secondary students from band two and/or band three schools. Another concern is that the human samples should be extended into, for example, English teachers in mainstream school, which can convey the causes of English tutoring more comprehensively.

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Appendix A: Principal Consent Form

FE42/1114 amended

THE UNIVERSITY OF HONG KONG
Faculty of Education

17-03-2016

Dear Ms. Cheng,

The Causes of Shadow Education (English Language) For Secondary School Students

As part of my B.Ed. degree, I am required to conduct a small-scale study. This will involve qualitative research to find out how different factors affect the participation of students in English tutoring: students (target number: ten) would be invited to complete a simple pre-interview questionnaire for around ten minutes, followed by individual interviews conducted in S.K.H. Chan Young Secondary School. With your approval, each student of participation will be invited to attend an individual interview lasting for around half an hour and being audio-recorded.

According to the University's policy on the ethical conduct of research, I am writing to ask your consent for these procedures.

I will make sure that the information students provide to me will be treated with the utmost confidentiality and anonymity. Students' participation is voluntary. They have the right not to be included in my analysis, and if I find out that a student does not wish to be included, I will act according to that wish and not include the student. They can also choose to withdraw from the study at any time without negative consequences. As for audio-taping the participants during the interviews, I will inform the participants that they have the right to review and erase part of or entire tapes before I start recording. The information collected will only be used for the dissertation and will be destroyed after the dissertation grade has been approved. To ensure confidentiality, the data will first be transferred into my personal computer, followed by being uploaded and stored in the Google Drive folder specific to this research of my private account. The account is well-protected by the password only known by me.

If you understand the content described above and agree that your school will participate in this research, please sign below. Your help is very much appreciated. If concerns arise about this research, please feel free to contact me (tel. 63406067), or my supervisor Dr. Cheung Chi Kim (tel. 2857 8365). If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, HKU (tel.2241-5267).

Yours sincerely,

Man Chi Kiu
Undergraduate Student, Bachelor of Education (Liberal Studies) programme
Faculty of Education
The University of Hong Kong

Reply Slip

Please tick ✓

☐ I agree to the procedures set out above to facilitate Man Chi Kiu to conduct the research project in my school.

☐ I would not like the school to participate in the above project.

Signed by:

Date:

Cheng Shui Kwan

Principal

S.K.H. Chan Young Secondary School

Appendix B: Pre-interview Questionnaire 訪談前問卷

1. Sex 性別: Male 男 ☐ Female 女 ☐
2. Class 班別: _____
3. Estimated family monthly income 估算家庭每月收入:
 - ☐ < HK\$10000
 - ☐ HK\$10000–19,999
 - ☐ HK\$20000–29,999
 - ☐ HK\$30,000–39,999
 - ☐ > HK\$ 40000
 - ☐ The interviewee does not know/does not want to disclose 受訪者不知道/不願透露
4. Father's highest academic qualification 父親最高學歷:
 - ☐ Primary or below 小學或以下
 - ☐ Secondary 中學
 - ☐ Bachelor 學士
 - ☐ Postgraduate 研究生
5. Mother's highest academic qualification 母親最高學歷:
 - ☐ Primary or below 小學或以下
 - ☐ Secondary 中學
 - ☐ Bachelor 學士
 - ☐ Postgraduate 研究生
6. How many siblings do you have?
你有多少兄弟姐妹?
 - (a) Number of brother(s) 兄弟數目: _____
 - (b) Number of sister(s) 姐妹數目 : _____
7. What is your English grade in the latest intra-school examination?
你在最近一次英文科校內試的等級是甚麼?
 - ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

8. What kind(s) of English tutoring had you received before you joined the English tutorial course(s) of large-scale tutorial center(s)? When did it (them) be taken?

你在參加大型補習社的英文科補習班前曾經參與甚麼類型的英文科補習？是何時的事？

☐ One-to-one tutoring 一對一補習

☐ 小學 Primary ☐ 初中 Junior Secondary

☐ Small group tutoring 小組補習

☐ 小學 Primary ☐ 初中 Junior Secondary

☐ Tutoring in mass tutoring center(s) 大型補習社補習班

☐ 小學 Primary ☐ 初中 Junior Secondary

☐ Others (please specify) 其他（請註明）：_____

☐ 小學 Primary ☐ 初中 Junior Secondary

☐ No participation before 之前沒有參與英文科補習

9. How many English tutorial courses are you receiving?

你現時參與了多少個英文科補習班？

☐ 1

☐ 2

☐ 3

☐ > 4

10. What is the main medium of instruction in English lessons of your school?

你日校英文科的主要教學語言是甚麼？

☐ English 英語 ☐ Cantonese 廣東話

11. What is the main medium of instruction in your English tutorial course(s)?

你在英文科補習班的主要教學語言是甚麼？

☐ English 英語 ☐ Cantonese 廣東話

12. When did you start to join the current English tutorial course(s)?

你從何時開始參與現在的英文科補習班？

13. How many English tutorial class(es) do you attend per week?
你每星期會上多少節英文補習課?

14. How long is the teaching time of each English tutorial class?
每節英文補習課的授課時間有多久?

15. How much is the monthly cost of your English tutorial course(s)?
你的英文補習班每月費用是多少?

16. Do you have the peak period of receiving English tutoring?
你參與英文科補習有沒有高峰期?

有 ☐ (高峰期: _____) 沒有 ☐

17. Do your family member(s) and/or peer(s) often offer you with the academic assistance of English Language?
你的家人或/及朋友會否經常為你提供英文科學術支援嗎?

Family member(s) 家人

Peer(s) 朋輩

Yes 有 ☐ No 無 ☐

Yes 有 ☐ No 無 ☐

18. Has your school's teaching staff (s) ever commented on English tutoring?
你日校的教職員曾經評論過英文科補習嗎?

Yes 有 ☐ No 無 ☐

19. Do you think teaching examination skills is an important factor that have made you keep participating in English tutorial course(s)?
你認為教授應試技巧是使你繼續參加英文科補習課程的一個重要的因素嗎?

Yes 有 ☐ No 無 ☐

- END OF PRE-INTERVIEW QUESTIONAIRE -

-訪談前問卷結束-

Appendix C: Interview Questions 訪談問題

Part (I) 第一部分: Demand-related Questions 與需求有關的問題

Individual level 個人層面

1. What happened at the time that made you start to joined English tutorial course(s)?
在那時發生了甚麼事令你開始參加英文科補習班?
2. What do you think you need to strengthen through English tutoring?
你覺得你需要透過英文科補習強化甚麼?
3. To what extent do you think receiving English tutoring can help you get better results in Hong Kong Diploma of Secondary Education (HKDSE) and better prospect? Why?
你在多大程度上認為接受英文科補習能夠幫助自己的香港中學文憑試成績及事業得到更好的成果? 為甚麼?

Family Level 家庭層面

4. According to your answer in the pre-interview questionnaire, your family member(s) often offer academic assistance of English language to you. What subject(s) of tutoring have you joined afterwards? Why?
根據你在訪談前問卷的答案，你的家人經常為你提供英文科學術支援。你之後參加了甚麼科目的補習? 為甚麼?

School Level 學校層面

5. According to your answer in the pre-interview questionnaire, your school's teaching staff (s) has ever commented on English tutoring? How did he/she/they do so?
根據你在訪談前問卷的答案，你日校的教職員曾經評論過英文科補習。他/她/他們是如何評論的?
6. Are there any difference(s) in English teaching styles of your English teacher(s) in day school and English tutor(s)? If the answer of is "Yes", how does their difference in styles affect your participation in English tutoring?
你日校的英文科老師及你的英文科補習老師有不同的教學風格嗎? 如果答案的是"是"的話，他們的風格的差別如何影響你參與英文科補習?

Social Level 社會層面

7. Do you think diligence emphasized by traditional Chinese society have affected your participation in English tutoring? Why?
你認為中國傳統社會著重勤力的觀念影響你參與英文科補習嗎?為甚麼?

Part (II) 第二部分：Supply-related Questions 與供應有關的問題

8. Why do you choose the current English tutor(s)?

你為什麼會選擇現在的英文科補習老師？

9. According to your answer in the pre-interview questionnaire, you think teaching examination skills is an important factor that have made you keep participating in English tutorial course(s). Could you briefly explain how your English tutor(s) teach the skills?

根據你在訪談前問卷的答案，你認為教授應試技巧是使你繼續參加英文科補習課程的一個重要的因素。您能簡單解釋一下你的英文科補習老師如何教授技巧嗎？

10. Do your English tutorial lessons include the following elements?

你的英文科補習包含以下元素嗎？

(a) Chinese as medium of instruction

中文作為授課語言

(b) Fun learning environment

有趣的學習環境

Appendix D: Interview Transcript of Kelvin (Chinese Version)

Benson: 訪問者

Kelvin : 受訪者

Benson: 好啦呀同學，今日我就想問返你點解要補習。咁跟據訪談前問卷呢，你初中就試過一對一補習，咁就亦都試過大型補習社嘅補習。我想問下呢你最初你係參加咗一對一補習先定係咁就亦都試過大型補習社嘅補習先呢？

Kelvin : 應該係大型補習社嘅補習先。

Benson: 咁你嗰時補邊個呢？

Kelvin : 我都唔係好記得嗰個導師嘅名喇。

Benson: 咁點解會由大型補習社轉咗去一對一，跟住又轉返去大型補習社度補英文，即係呀...(Kelvin: Peter。)呢？

Kelvin: 我就覺得首先啦，初中 d 英文個考試制度係同高中唔一樣嘅嘅。咁嗰時覺得因為自己嘅英文唔係太勁啦，即係想提升多一個 Level，咁就試下去補大型補習社啦....咁之後補補下就覺得最適合的補習方法唔係依 d 啦，就試下補一對一囉，咁一對一呢就中英數都包埋咁嘅，咁通常呢初中都著重 Grammar 嫁嘛，初中補一對一就俾 d 練習你做呀，然後提返你有 d 乜嘢佢會係隔離提點你，我覺得初中一對一嘅補習模式係好過大型補習社的模式。

Benson: 即係你意思係你初中嗰時參加嘅嗰個大型補習社嘅模式同你依家補習班嘅模式係差唔多嘅？

Kelvin : 高中會教多 d 嘢囉，相比起初中，會教得深入 d 呀，同埋比較針對 DSE 多 d 囉，初中就未必會做到依一點。

Benson: 好喇，咁我又睇過你個訪談前問卷呢，你最近一次校內英文試嘅等級係第三級 呀嘛。咁就你之前嗰個級數都係第三級，定係再低少少嘅呢？

Kelvin : 都係徘徊係第三、第四等級啦。

Benson: 我想問下呢，其實你每個月 d 補習學費係邊個俾嫁？

Kelvin : 父母囉。

Benson: 父母係你呀爸定呀媽呢？

Kelvin : 兩個都有輪流俾。

Benson: 咁你呀爸呀媽對於補習有 d 咩意見呀？

Kelvin : 佢地係全力支持我嘅。即係我同佢地講我英文想改善，我話試下呢個導師啦，咁佢地就俾我試下囉。

Benson: 咁而家你有冇唸住繼續補 Peter 先？

Kelvin : 呢個我都仲未決定到，因為我覺得 Peter 教嘅嘢，一嚟上佢堂上上下下都會叻啦；二嚟佢教嘅嘢實在太多啦。我覺得唔可以全部用得晒嘅。

Benson: 咁其實你最初唸住透過補英文可以攞到咩呢？

Kelvin : 一開始我就覺得技巧唔係咁重要嘅。因為我覺得考 D S E 呢咁耐，要理解到篇文章嘅話呢，就唔係太需要 d 技巧嘅姐；不過我最主要都係想提我升一下英文 Vocab 嘅能力啦，Listening 嘅能力啦，因為 Peter 佢上堂嘅時候教好多 Vocab 啦，同埋好多句式呀，句子結構咁樣。咁依 d 無論係 Paper One Reading, Paper Two 嘅 Writing 或者 Paper Three 嘅 Listening and Integrated S kills 都有幫助囉。

Benson: 即係 Peter 佢教嗰時就唔分 Papers 教？

Kelvin : Peter 每一堂都有一本新嘅筆記啦。就一堂首先會教晒 d Vocab 啦，跟住就拎範文出嚟教 d Vocab，之後如果有 Reading 佢就會教 Reading 咁，每一堂都係教一份卷咁囉。

Benson: 咁點解你最初會揀 Peter 嘅呢？即係有好多補習導師選擇嫁嘛。

Kelvin : 一嚟係朋友有報啦，咁佢就叫我試下，咁我就就下喇，同埋二嚟我見到佢，即係佢係 DSE 都教咗好多好出色嘅學生啦。咁佢個大名啦，咁就聞名嘅大名，咁我就試一試，補一補佢囉。

Benson: 咁佢嘅課後支援會唔會話比其它補習導師多 d 呢？

Kelvin : 同其他大型補習社一樣，佢會俾好多 Mock Papers 俾你啦，又會俾好多額外嘅文章俾你睇咁啦。

Benson: 咁嗰 d 文章係關 d 咩事嫁？

Kelvin : 咩類型都有，例如係報紙，例如之前有梁振英嘅一封公開信，佢又印出嚟俾我地睇咁囉。

Benson: 咁你都講過高中都應該係以應試為主啦，咁我想問下佢係閱讀理解有冇教 d 咩技巧呢？

Kelvin : 都有嫁，例如睇詞性啦，又分 Positive 同埋 Negative 啦，咁呢 d 都係 Paper One 嘅技巧啦。咁同埋 Paper Three 都有教你 Listening，當嗰個人講重點嘅時候有一 d 提示嘅字眼啦，去聽 d 字眼就去著手記錄低 d 嘢咁。

Benson: 可唔可以舉 d 例子呢？

Kelvin : 就例如話一問題之後呢，例如係 Wh-字頭題問題呢，咁通常之後嘅內容就係你嘅答案啦。同埋就話通常每講完一個 Point 之後都總會有幾分鐘嘅時間俾你抄低啦。

Benson: 咁 Writing 方面就應該係教咗好多唔同嘅 Vocab 同埋句式啦。咁 Speaking 方面呢？

Kelvin : 我暫時未見到 Peter 教 Speaking 囉。

Benson: 咁你去補英文相信都係為咗去應付 DSE 啦，你覺得考 DSE 之後你有冇唸住入邊一間大學或者你唸住入邊一個課程嫁？

Kelvin : 我係希望入到工程系。

Benson: 有冇話咩工程系呢？

Kelvin : 土木工程，物理工程依兩科我都鍾意嘅。

Benson: 咁你唸住入邊間大學嘅土木工程，物理工程系呀？

Kelvin : 理工大學囉。

Benson: 咁理工大學嘅土木工程系收分係點嫁？

Kelvin : 佢都算係高嫁（要 Level 幾呢？）佢就話平均分係廿五分啦，即係英文都至少要攞五以上囉。

Benson: 即係你都係希望透過補習去幫自己入到理工大學嘅土木工程系啦？

Kelvin : 我覺得補習都係一個方法啦，最緊要係自己平時接觸得多，因為我覺得補習完之後，佢教完嘅嘢係應用方面就可能只有三成至四成，即係佢只可以幫到你三至四成，另外平時都係要靠你睇得多啦，又要讀得多，又要講得多咁樣。

Benson: 睇得多啦、讀得多...你意思係唔係要做多 d 應試練習就多過話睇明珠台嘅節目呢？

Kelvin : 係。

Benson: 問你有冇唸過公開就考得好對你第時事業有咩幫助呢？

Kelvin : 因為事業第時都要同好多唔同國家嘅人溝通啦，英文考得好嘅話你講嘢流暢 D，咁你自然同人地溝通，都會做得好 d 啦，自然達成妥協個方面都會更加容易，因為你可以操一個流利的英語。

Benson: 咁我問完個人層面嘅問題又問一 d 家庭層面嘅問題囉。咁我睇過個訪談前問卷呢，你父母都係中學畢業嘅，係唔係？咁我想問下佢地係你小學嘅時候有冇教你一 d 功課呀？

Kelvin : 英文方面有囉，但係就中文、數學、常識方面都有嘅。依家就靠補習社同埋靠自己囉。

Benson: 咁因為你呀爸呀媽都係中學畢業啦，咁你覺得佢地會唔會覺得因為自己學歷不足而視補習為幫到你英文嘅方法呢？

Kelvin : 我覺得佢地會當補習係一種支援咁樣囉，即係一種支援到同埋幫助到我嘅途徑囉。

Benson: 你就話其它科都係靠自己啦，即係你剩都係補英文嘅？

Kelvin: 呢而家剩都係補英文啦。中文之前都有嘅。

Benson: 明白...咁我發現你係訪談前問卷就提過你有一個姐妹啦。咁嗰個係家姐定係細妹嚟嫁？

Kelvin: 細妹。

Benson: 咁佢而家係幾年班呢？

Kelvin: 小學五年級。

Benson: 咁佢本身有冇補習呀？

Kelvin: 算有補習嘅。

Benson: 咁如果你呀爸呀媽剩係生你一個，咁 d 財政資源會唔會集中係你身上，繼而你可以補多 d 習呢？

Kelvin: 冇乜影響嘅。

Benson: 明白...咁而家就問下一 d 學校層面嘅問題囉。你日校個英文科老師就係用英文教英文啦，咁而你英文科嘅補習老師呢就用廣東話去教英文啦，係唔係？我想問下呢如果用廣東話去教英文呢你會唔會易 d 明白佢想講嘅嘢？

Kelvin: 會易 d 明白嘅，不過我覺得聽下英文都有乜所謂。

Benson: 咁教學風格方面呢？

Kelvin: 我覺得日校老師都要受課程限制啦，咁就好多時跟住個課程行...補習學校因為個課程限制，自然想教 d 乜嘢做乜嘢，想做乜嘢就做乜嘢，所以佢可以好廣泛咁樣去教一樣嘢。咁但係日校教嘅嘢比較狹窄一 d（你所謂嘅狹窄係咩意思呢？）我地學校買咗課本啦，咁我地英文堂就一定要跟住個課本嚟行啦，就要做個 d 練習咁樣。咁補習學校就唔洗嘅因為 d 教材係導師佢地自己編制，所以佢地就可以交多 d 技巧呀嗰方面嘅嘢囉。

Benson: 咁即係學校個課本主要都係一 d 練習嚟嘅？

Kelvin: 係。

Benson: 咁你日校英文堂平時多唔多小組討論呀，Presentation 呀？

Kelvin: 小組討論都有嘅。

Benson: 咁你會唔會覺得 Peter 呢上堂係咁嘅度叫你抄筆記，你會比較仲意 d 呢？

Kelvin: 我就覺得唔係咁關，是因為小組活動係好嫁，反而我就唔係咁鍾意 Peter 咁機械式囉，係咁抄嘢抄嘢抄嘢。

Benson: 即係 Peter 平時都唔會俾太多時間比你地做堂課嘅？

Kelvin : 有嘅，但係我諗佔成個課堂大概一成至兩成到嫁咋。

Benson: 咁你會唔會覺得呢，其實 Peter 佢教嘅嘢實際上都係教返學校或教育局個課程咋嘛。你覺唔覺得兩者其實係有關連嘅呢？

Kelvin : 我覺得補習社反而覺得有咁全面。

Benson: 係呀？點解嘅？

Kelvin: 因為佢只係針對 DSE 呀嘛；係課堂上面我地有好多活動可以學到英文，例如睇電影呀、上網做一 d 練習咁樣，然之後的例如睇下英文報紙呀咁樣囉；相反如果你去報 Peter，佢就真係針對返個 DSE 啦，好少以其他活動記形式教你啦，通常佢負責教，然後你就負責聽同負責抄低 d 筆記囉。即係日校個 d 會多元化 d。

Benson: Okay...咁我呢家又問社會方面嘅問題囉嗰，咁我地知道儒家思想成日要我地勤力，你覺得呢一種觀念會唔會影響到你參與英文科補習呢？

Kelvin : 我就唔係太受依 d 觀念限制嘅，其實你補得大型補習社都係想學到適當的分量就夠啦，即係學到針對 DSE 就夠啦。

Benson: 咁你仲有冇其它嘢要補充呢？

Kelvin : 咁我仲有 d 嘢想補充嘅。咁我之前試補過 Ken Li 啦，咁佢上堂嘅模式其實同 Peter 都係差唔多嘅姐。都係每一期佢會派一本筆記啦，然之後就會擺 d 範例文章啦向我地講解，從此引申到有 d Vocab 呀，句子結構咁，然之後就會針對每一份 Papers 去講技巧。

Benson: 咁點解你轉咗去補 Peter 呢？

Kelvin : 首先我係受到朋友唆擺啦，睇過網上嘅一 d 回應就話 Ken 就係擺 Level Three 至 Level Four，然之後 d 人就話 Peter 會教得勁少少啦，同埋係 For 擺 5 至 5**個 d 人嘅，咁我就試下啦，就開始試下補 Peter 啦。

Benson: 咁你而家對於網上嘅傳聞有 d 咩感覺呢？

Kelvin : 首先 Peter 教嘅 Vocab 會多好多先啦，同埋 Peter 一堂都會長 Ken Li 一堂多好多先啦。佢地教嘅嘢呢，咁 Peter 比 Ken 教嘅嘢好似會深入少少，因為佢教個 d Vocab 包括句子結構，Phrasal Verbs 咁樣，所以我覺得佢教嘅嘢係深過 Ken Li 少少囉。

Benson: 咁你覺得 d 深字實呀實用呢？你平時會唔會用嘅呢？

Kelvin : 暫時未有，咁但係我覺得將來學校都可以用到嘅，因為而家我就比較少用啦，因為嗰時考完試，所以有乜點樣去溫 Peter 嘅筆記。

Benson: 咁我想問返呢，Ken Li 嗰種教學模或同你日校嘅英文嘅教學風格有冇唔同呢？

Kelvin : 我覺得日校嘅老師會比較著重同同學之間嘅溝通啦，即係互動會多 d，因為無論我係補遵理嘅 Ken 定係現代嘅 Peter 都係用 Video 班嘅形式上堂，咁樣會缺少咗學生同老師之間嘅交流同埋關係咁樣囉。

Benson: 咁你點解佢地兩位補習導師嘅課後支援呢？例如係 Facebook？

Kelvin : 我就有 Add 佢地 Facebook 嘅，Ken 嘅支援係夠嘅，因為你作完文可以擺喺佢信箱，然後跟住佢會改，然後 Ken 同 Peter 都俾咗好多額外嘅嘢俾我地啦，例如係練習呀，範文咁樣，咁所以兩個對於我地嘅學習支援係足夠嘅。

Benson: 咁你覺得你日校老師對你學英文嗰種情緒嘅支持重唔重要呢？

Kelvin: 都重要嘅，因為英文就唔係咁簡單，同埋需要長時間去浸淫，因為語文水平其實係需要透過四方面，包括讀聽講寫啦，咁所以佢唔同其它理科呀嘛，咁你可以操呀嘛；咁但係英文操咗都未必可以好有效咁樣係考試擺到好成績囉，去提升水平。咁所以我覺得語文係需要循序漸進嘅過程去提升自己嘅水平囉。

Benson: 咁你覺得真係學英文緊要 d 定係學考試英文緊要 d 呢？

Kelvin : 我心入面覺得學好英文係重要 d 嘅，因為英文係國際語言啦，去到外國路都係用英文啦，好多文化都係用英文為主，例如係電影，打機方面呀都係用英文嚟做主要語言啦，學好英文可以學得明同埋接觸到，識得好多嘢囉，同埋而家例如 Facebook、Twitter 都係以英文為主嫁嘛。咁我覺得學好英文就可以同世界嘅人並進啦，同埋係溝通嘅橋樑囉。

Benson: 另外我都問下呢其實日校老師同埋英文科補習老師都有俾英文科嘅考試練習俾你地做嫁嘛，咁佢地嗰種風格有 d 咩唔同呢？

Kelvin : 即係大型補習社會俾某一特定部分俾你做囉，即係操 MC、Long Question 咁樣囉；相反日校老師就全部都照做 (即係跟足個模式囉。) 例如一小時四十五分鐘 要交 Paper One；補習學校佢就唔跟依 d 嘅，佢淨係幫你操練特定的部分咁樣啦。

Benson: 咁你覺得邊種方式會好 d 呢？

Kelvin : 我覺得兩種方式都各有好啱，好難決定邊個好 d。如果做晒就可以掌握成個時間節奏啦；咁至於現代遵理依 d 大型學校就操特定的題目就可以幫到你，嗰個特定部分的水平囉，但係就佢就唔會令你做曬成分卷，即係比較速食 d。

Benson: 咁你頭先就話有朋友推介你去補習，咁佢地有冇同你一齊去補習呀？

Kelvin : 一個之前有補 Peter，而家就有。一個就話而家有補啦。補 Ken 嘅時候就同第三個朋友去嘅。

Benson: 咁兩個人一齊去你覺得會唔會增加你去 Ken 課程嘅動機呢？

Kelvin : 其實都有嘅。因為如果你見到你的朋友有偷懶，你就偷梗懶，例如恰眼訓咁樣呢，你會突然間好似唔想輪呀，咁依仲感覺就會提升分精神，同埋佢會督促你，即係佢無玩手機嗰陣時，你都唔會玩手機。

Benson: 咁日校同補習社 d 課堂氣氛係點嘅呢?

Kelvin : 即係日校同補習社都比較輕鬆。

Benson: 咁仲有冇其它嘅嘢想分享返先?

Kelvin: 有喇。

Benson: 咁多謝你接受訪問啦。

Appendix E: Interview Transcript of Johnny (Chinese Version)

Benson: 訪問者

Johnny: 受訪者

Benson: 好啦呀同學，咁你就完成咗個訪談前問卷跟住俾返我啦。咁呢由中四開始補到而家，應該都補咗大概一年半。咁我想問下最初發生咗 d 咩事令你想補習呢？咁或者我問返你係補邊位補習導師嫁？

Johnny: Ken Li。

Benson: 咁點解最初你會報佢嘅補習班呢？

Johnny: 因為其實一開始 Form four 嗰陣時第一個學期英文測驗呢，咁我綜合就好差嘅，咁見家長呀媽睇完成績之後，就話要我去補英文補習班，咁因為我本身中文係中四嗰陣時要補，咁就唔喺住揀其它補習社，就唔喺住揀其它補習社所以就揀咗遵理。

Benson: 即係你屋企係咪好近遵理嫁？

Johnny: 都唔係嘅，只不過係唔想分散。

Benson: 主要都係你呀媽嘅決定令你開始補習啦。咁你係訪談前問卷亦提到你最近一次嘅英文科成績係第三等級啦，咁你中四陣時第級係點嫁？

Johnny: 差 d 落二，而家就有機會上到四囉。

Benson: 咁你嗰時對放補習有冇抗拒嘅呢，你呀媽逼你去？

Johnny: 一開始都有嘅，因為中四都想玩多 d 啦，可能星期六下晝一來一回幾個鐘，跟住成個下晝就無咗，即係少咗好多私人時間，所以本身都有 d 抗拒；不過即係呀媽係咁“Or”我，即係話『你睇下你，咁嘅成績仲喺掛住玩！』，可能成日可能食飯或者用電腦嗰陣時，佢就不停係咁講，你就會覺得好煩啦，就喺住順佢意去試下囉。

Benson: 咁你係唔係所有科目個成績都可以嘅，淨係英文科比較差少少？

Johnny: 其實我 Physics 都差。

Benson: 你依家都補咗成年半啦。咁點解你而家會繼續補習呢？

Johnny: 首先就係我呀媽叫我 Keep 住補，第二我都覺得有 d 用嘅。

Benson: 你話有 d 用，我想問下 Ken 呢點樣可以幫到你應試呀？你係訪談前問卷就話應試技巧係你繼續補 Kenneth 嘅一個因素啦。咁佢係點樣教你呢？

Johnny: 首先我覺得佢有一樣嘢係特別少少嘅。即係佢係每一個課程之前佢都會都會默生字咁樣先，即係有 d 比較難呀、或者係 d 詞語配搭可以幫到你作文個 d，即係有可能你聽，不過你又唔識串，咁我覺得依個可以 Remind 返你，記返 d 字，或者學一 d 新嘅字詞囉。

Benson: 咁每次要默幾多個？

Johnny: 一開始。每次默五個。

Benson: 咁你覺得實唔實用呀？

Johnny: 其實都實用嘅，有時可能作文都會用到，咁唔係全部用得返曬，不過都用到一兩個，同埋你而家學咗未必一定喺作文，有時可能喺閱讀理解可能有時都會見返、我覺得都會有用。

Benson: 咁其它卷呢？

Johnny: 咁我講作文先，我講埋同學校嗰個對比。首先喺學校嘅作文就係佢俾條題目你，即係有兩堂時間你就即時寫啦，咁可能有 d 匆忙嘅，咁你就可能諗得唔夠深入。跟住同埋老師改完俾返你佢唔會講內容應該點樣提升，佢只係會改你 d 文法、有無 d 咩錯字，不過如果作文想擱高分都要內容上有突出嘅位升到嫁嘛；咁 Ken 可能就會教你，例如嗰條問題有乜嘢原因同埋有乜嘢解決辦法，佢會深入 d 咁樣教你點樣答得好 d 囉。

Benson: 你可唔可以講下呢佢 d 答題框架點樣幫到你呀？

Johnny: 有時我 d 文我可能會諗到呢一個成因，呢一個問題係乜嘢；不過我可能會有時題目有提到嗰 d 我就有答到；不過 Ken 會提返雖然佢有講，不過有時答埋依 d 位就會令你加分，有時可能要答埋有乜嘢解決方法呀，如果你有答又會係內容上減你分，類似咁囉。

Benson: 咁佢嘅作文方面仲有冇其它支援嘅呢？

Johnny: 佢會有 d 範文俾你睇返。

Benson: 咁學校老師有冇俾範文俾你嘅呢？

Johnny: 範文就少。不過佢會將每次我地每次作完個 d 文，成班同學大概邊個位文法上邊到多 d 錯誤嘅，佢就會結合係一張紙派返俾我地睇，提我地咁樣。

Benson: 咁同埋你就話日校個英文科老師喺上堂就要你地做返作文嘅練習啦，咁佢有冇俾一 d 課後嘅作文練習俾你地呀？

Johnny: 講返學校先啦，就少呢依個課後嘅作文練習嘅，通常都係喺堂上兩堂佢俾條題目你，就即時做咁樣囉。

Benson: 咁 Ken 有冇比 d 課後嘅練習比你地？

Johnny: Ken 有俾我地嘅，同埋佢 d 作文練習後面都會有埋 d 範文，即係佢通常唔洗你自己寫曬成篇咁樣嘅，佢就通常俾 d 功課程剩係要你諗返 Idea, 可能要你集中寫就可能寫內容嘅某一兩段，然後你就自己同範文對比，睇下個出入有幾多，即係知道自己有幾多改進空間咁囉。

Benson: 咁作文就講完啦，咁閱讀理解呢？有冇 d 乜嘢好吸引嘅技巧吸引到你呀？

Johnny: 閱讀理解其實都有嫁，我講返 Form Four 嘅測驗啦。平時我可能會睇完成篇文先做，可能速度上就會比較慢，跟住佢就會教你點樣睇，例如嗰一段睇頭尾句先啦，即係如果一段就睇頭尾句都攞唔到問題個樣嘢吧，咁佢就說係嗰一段有冇 d 咩字眼係重覆，佢就話可能係強調，咁樣會比較快囉，喺速度上就會提升多 d。

Benson: 咁日校老師呢？

Johnny: 冇喎。即係佢會俾一 d 書裡面嘅練習，可能即時兩堂咁樣做，可能做完咁樣，可能到第二日又就對答案咁樣，同埋唯一唔同嘅我覺得就係佢會講返個答案係邊度搵出嚟囉。

Benson: 即 Ken 可能有日校老師解得咁詳細？

Johnny: 日校老師可能見到某一兩題多人錯，即係佢見多 d 人舉手呢，咁佢就會講返俾你聽呢一題係點樣唸，跟住同埋係邊一個段落搵返個答案出嚟。

Benson: 咁另外我又想問下喇，咁佢 Listening 又有冇教到 d 好吸引到你嘅技巧呀？

Johnny: Listening 我覺得嗰個方法就無乜唔同囉，因為都係同你聽，然係就同你對答案咁樣；Speaking 喺學校可能比較著重實踐嘅，即係俾你同同學一齊小組討論咁樣，一齊咁樣傾囉；不過補習嗰度佢可能會教你點反駁個 d，或者成組同學大家意見有 d 可能唔合點樣去下一條問題嗰度，唔好喺度爭論咁樣。

Benson: 咁你都講咗 Ken 教咗好多技巧啦。咁我想問返點解你最初會補 Ken，而唔揀遵理其它導師呢？

Johnny: 因為首先佢嗰時好似係最多 Poster 個個啦。不過同埋其它個 d 我個個都無試過嘛，咁我點都要搵一個嘗試咁樣樣，就搵咗佢囉。

Benson: 咁你上 Live 定 Video 嫁？

Johnny: Video。

Benson: 咁你有冇啲 Video 入面見到佢同 Live 班同學嘅互動呢？

Johnny: 有時啦，不過通常佢嗰個互動都係講下笑咁樣，個互動對教學就唔係好大實用性囉。

Benson: 咁日校除咗 Group Discussion 之外仲有冇 d 好互動嘅活動呀？

Johnny: 其實有嘅，不過好少囉。即係我當可能係成年咁樣就播兩套戲咁樣，可能搵返個同學出嚟講下感想，大家成班傾下，主要係咁囉。

Benson: 咁你覺得 Ken 呢咁樣直接將 d 知識教俾你地聽會唔會令你覺得吸引 d 呢，同埋你係個訪談前問卷都提到呢學校就用英文教英文，去到 Ken 嗰度呢就用廣東話去教英文啦，會唔會呢依兩者都會令你覺得補習補嘅教法係會吸引 d 呢？

Johnny: 我覺得呢一點唔係最吸引嘅；反而我就覺得最吸引嗰個位，因為我覺得學校 d 教材唔係咁好實用呀；反而我覺得 Ken d 教材上好多已經列晒有咩注意事項；不過學校 d 教材就係佢俾 d 問題你，跟住佢地有 d 教你點樣作答嗰 d 位就唔係好明確咁樣囉。

Benson: 咁作文題目呢？

Johnny: 佢平時作文可能係跟返日校嘅教材，個主題可能有少少似咁樣，不過 Ken 佢可能係著重 DSE，可能個難度係深 d 咁樣樣。

Benson: 係邊份卷唔係好明確呀？

Johnny: 我覺得綜合嗰個教材唔係好明確囉，有時可能佢教你寫投訴信嗰 d 位，佢係開頭個 d 位就係側邊小小地咁樣括著一 d 嘅注意事項；不過 Ken 可能覺得依 d 位係擺分位嫁嘛，可能佢就會大 d 咁樣同你講啦，去提你囉。

Benson: 咁去到考 DSE Integrated Skills 嘅時候佢都會俾一條問題，跟住成張單行紙俾你做嫁嘛，如果咁樣講嘅話你會唔會覺得日校嗰種教學方式呢反而係比較像真 d 啲？你嘅意見係點樣呢？

Johnny: 唔...我覺得唔係，即係因為我地呢家係學嫁嘛，即係我覺得係學嚟講，咁樣係易 d 吸收 d 技巧，咁我覺得咁樣對出去公開考試嘅幫助會大 d。

Benson: 咁我頭先聽你講咗咁耐，你補英文最主要都係想去考 DSE 嘅姐。咁你係日校就覺得佢教 d 嘢唔係好實用。咁我都問下呢你有冇話唸住擺個高 d 嘅英文科成績可以幫你入到邊間大學或者邊個 Programme 呢？

Johnny: 其實暫時就有，不過英文因為有好多人，即係例如呀媽都話可能英文對某 d 課程可能會乘大 d 嫁嘛，所以都係覺得英文係重要。

Benson: 咁你呀媽有冇話想你入邊一科呀？

Johnny: 暫時冇囉。

Benson: 咁我呢個時候就想問下，你嘅訪談前問卷就提你呀爸呀媽嘅最高學歷呢都係中學啦，咁你小學嗰時呀爸呀媽有冇教過你英文嫁？

Johnny: 小學通常都係呀媽教，通常都係教下生字咁樣，同埋同我係默書果陣時串下字。

Benson: 咁你會唔會覺得呀爸呀媽之後因為覺得能夠自己能力未夠而叫你去讀 Ken 嘅課程呢？

Johnny: 實應該都係嘅。因為我頭先都講過，小學佢可能會幫我串下生字咁樣，咁可能去到中一嗰陣時佢都想咁樣幫下我手嘅；不過開始之後佢都唔係好識，同埋之後我都忙，所以唔係好想跟住去咁樣教我，所以補習可能會方便 d，因為佢可能假設你識咗某 d 嘢，因為我地係學校都有學嫁嘛，然後教一 d 進階 d 嘅嘢，嗰 d 技巧就會好 d。

Benson: 問我又睇返你嘅訪談前問卷，你有一個姐妹啲。佢係家姐定係細妹嚟嫁？

Johnny: 係家姐。

Benson: 咁佢而家係讀梗書定係做梗嘢？

Johnny: 佢而家喺英國度做嘢。

Benson: 咁你地有冇試過同時期要一齊讀書補習嫁？

Johnny: 佢都有補習，不過我就有一齊同一時期補。

Benson: 咁你就成日就講你呀媽啦，咁你呀爸呢？佢又係點嘅呢？

Johnny: 其實我爸爸都想我成績好 d 嘅，不過佢又唔會特別 d 特別方法建議我去做，因為佢通常都交咗俾阿媽去做晒咁樣。

Benson: 咁即係”男主外，女主內”啦。咁講到依個中國傳統觀念啦，咁我地中國傳統社會就成日話咩”學海無崖，唯勤是岸”，又話著重勤力、功名啦，咁你覺得中國依種傳統嘅氛圍呢有冇令你想去補多 d 習呢？

Johnny: 我就覺得影響唔係咁大。因為我覺得你補咁多佢嘅 Skills，呢 Ken 個 d 佢唔止一個常規課程，佢仲有一 d 特別課程咁樣啦，我阿媽都叫我試下去，試下去報，不過我覺得唔使啦，因為我覺得其實係堂上個度都已經提過佢個 d Special Courses 呢，即係我有 d 朋友都有補過咁樣，佢地話個分別即係多咗少少囉，同埋佢有 d 好深入去講解，我就覺得你頭先講到中國社會嘅呢個傳統觀念我覺得就有影響。

Benson: 咁我地社會都好著重事業嘅發展個個，咁你覺得呢補英文會唔會令到你嘅事業方面呢有幫助呢？

Johnny: 未呀，不過我呢家覺得都會因為出到去、我當喺大型公司咁樣講，都係用英語溝通之類啦，甚至可能我當，例如當喺麥當勞個 d 侍應，有時見到外國遊客都要用英文，所以我覺得英文係好重要。

Benson: 咁你覺得你呀爸呀媽會唔會覺得英文補習係令你英文囉到 Level Four 至 Five 嘅必需品呢？

Johnny: 可能啦。

Benson: 其實你明唔明白日校個英文老師講 d 咩嫁？你會唔會覺得好似補習咁用廣東話教英文會好 d 呢？

Johnny: 其實我明佢講 d 乜嘢。主要我覺得補習點解佢要用中文教呢，因為可能著重 d 技巧，即係可能有時你用英文呢，可能會複雜化咗囉，會理解唔到咁樣囉。

Benson: 咁學校會唔會有 d 咁見到 d 嘅情況呢？

Johnny: 其實都有嘅。好似例如前排教閱讀理解咁佢就教嗰篇文佢就用咗 **d** 咩修辭方法咁樣，嗰時可能我地接觸嗰 **d Terms**，即係比喻呀嗰 **d** 嘢，可能一開始見到 **d** 字咁樣，就唔係好知，即係成班有一半人都話『咩嚟嫁？』咁樣。咁即係老師佢都可以都係繼續用英文解釋返俾你聽，可能一開始係有 **d** 困惑囉；如果好似補習老師咁樣一開始就解咗係咩嚟嘅，即係會方便好多囉。

Benson: 咁佢教 **d** 咩修辭呀？都係明喻，暗喻嗰 **d**？

Johnny: 係呀，都係呢 **d**。

Benson: 咁你就話有半班同學都聽唔明老師講乜嘢啦，咁佢地有冇同學叫日校老師用中文解呀？

Johnny: 其實都有一兩個同學都問可唔可以用中文講返，不過老師都堅持用英文繼續去講。可能身邊 **d** 同學唔明，佢身邊嘅同學又有 **d** 可能係明嫁嘛，咁就可能會講返俾佢聽咁樣囉。

Benson: 咁老師有冇解釋過點解佢要堅持用英文呢？

Johnny: 冇喎。

Benson: 即係佢都唔理你地喇？

Johnny: 其實佢又唔係唔理嘅，我覺得佢係想 **Keep** 住依個環境，等大家講英文囉，即係有時好似堂上有 **d** 同學係講中文嫁嘛，佢都見到都會睇你一眼咁。即係其實佢係想大家講多 **d** 英文咁。

Benson: 咁日校個老師本身同你地嘅關係好唔好嫁？

Johnny: 我覺得佢份人都好好嘅，所以我覺得呢上英文堂就都幾有趣，幾開心嘅。

Benson: 相比起 **Ken** 呢？

Johnny: 反而我對 **Ken** 呢，因為佢係 **Video** 呀嘛，即係好似佢就負責講，我就負責聽咁樣，即係好似喺互動上就唔同日校，即係都可以問問題咁樣，佢就即場答返你，又或者落咗堂之後你問作文點解依個位要點樣改，佢都可能即時答返你囉。同埋佢有時呢同我地講下笑咁樣，有時可能會分享一下自己 **d** 嘢；**Ken** 有時都會講下笑嘅，不過始終隔住咗個 **Mon**，唔係真人咁樣。

Benson: 咁你覺得係 **Ken** 嗰度嘅學習氣氛，佢講書有冇趣呢？

Johnny: 即係對比返日校老師我就覺得日校老師就好 **d** 啦，我唔知係唔係因為係有埋 **d** 同學係熟悉咁樣，環境可能就會愉快 **d**。因為出到去補習社你唔識其它人嫁嘛，咁即係好似一個一個分開嘅，自己還自己咁，同埋有時攞笑又係 **d** 爛 **Gag**，我又覺得唔係好受落囉。

Benson: 咁係日校英文堂氣氛就好好？

Johnny: 同埋主要係同 **d** 同學一齊笑，咁可能個氣氛會好 **d** 囉。

Benson: 咁你平時問英文老師都係問返文法嘅問題定係點呀？

Johnny: 主要都係問返 d 文法嘅問題。因為你好難俾你一題問題，問佢點樣唸呢，可能都係都係好快咁，答你兩三句，即係唔夠深入囉；相比返 Ken 嚟講，即係佢會將個問題拆解到邊 Part 打邊 Part，即係如果你即時出去問個日校老師呢佢可能就會話”你呢方面我覺得唔夠仔細，主要係咁。

Benson: 咁你就話 Ken 會講得深入 d 啦，咁佢會點樣提供一個支援俾你地嫁？

Johnny: 佢話有個 Facebook 個 d 可以問書囉。不過我都係少用依種服務嘅。因為始終學校 d 作文呢可能你喺 Idea 上面呢，應該話 Ken 個 d 文呢有 d 風格都有少少唔係好同學校個 d。(點樣唔同呢？) 即係學校平時 d 作文會跟返教學教材教完個 d 主題呢，可能會有少少似咁，不過 Ken 佢就可能係著重係 DSE 上面，即係可能係個難度係深 d 咁樣。

Benson: 即係平時喺 Ken 到學嘅英文係深過你係日校學嘅英文？

Johnny: 我覺得係。

Benson: 明白...咁你就話日校老師好強調 Grammar 啦。咁你覺得 Ken 平時教唔教 Grammar 嫁？

Johnny: 其實佢都成日強調自己係 Grammar 達人（點解佢係 Grammar 達人呢？）即係佢話自己喺
唔知邊間大學專修讀 Grammar 嘅，佢就話自己 d Grammar 好勁嘅。

Benson: 即係佢又成日講自己嘅學歷嘅，咁你會唔會覺得佢呢一種學歷會吸引到你繼續 補呢？或者吸引到你呀媽最初揀佢呢？

Johnny: 應該係一開始都吸引到嘅，即係我開始我咪話 d Poster 佢最大啦，可能佢可面都 Show 到 d Details, 可能佢讀邊間大學畢業，修讀乜乜。（可能係吸引到你呀媽啦？）係。

Benson: 咁你覺得你呀媽有冇一個取向就係佢想你補完英文之後 DSE 高分 d 啦，咁然後呢想你入間好 d 嘅大學，可能佢見到你入三大又會開心 d 㗎。即係佢而種取向令到你補多 d 英文習呢？

Johnny: 我覺得佢係咁樣唸嘅....即係佢一直都咁樣講話其它個 d 大學認受性。即係你出嚟同人地工作呢，即係出嚟一個港大一個嶺大一比，可能人地會揀港大個個，咁可能佢就成日都咁校唸就話你一定要英文科好 d 先入到呢三間。

Benson: Okay...咁你仲有冇嘢有同我補充返呢？

Johnny: 應該有喇。

Benson: 好，咁多謝你今日接受我嘅訪問啦。

Appendix F: Interview Transcript of Hayley (Chinese Version)

Benson: 訪問者

Hayley: 受訪者

Benson: 好啦同學，咁我哋就開始返今日嘅 Interview 啦，好嘛？我睇過你嘅訪談前問卷，你話小學時去過 d 小組補習；初中嘅時候去過一對一補習啦，去到中三轉去大型補習社補習㗎，想問下點解有咁樣嘅轉變呢？

Hayley: 因為依家高中，身邊嘅同學都有去大型補習社補習，佢地覺得大型補習社比較貼邊考試趨勢，可以教多 d 考試技巧；相比私人補習通常都係比 d 練習你做啦。但係其實好多人都覺得 DSE 呢個考試其實係有技巧都可以溫到嘅，所以 d 大型補習社就會研究多 d 技巧，所以學咗之後可以容易 d 攞高分。

Benson: 即係主要係因為咗攞多 d 技巧，就去大型補習啦。想問吓你 d 朋友有冇同你一齊去補習？

Hayley: 有，佢哋自己都有補開大型補習社嘅老師。

Benson: 咁但係佢地又唔係補梗你依家補梗個導師？

Hayley: 係。

Benson: 咁你依家補開邊個補習老師呢？

Hayley: Anna。

Benson: Anna...咁我想問下你呢，你補咗成年半啦，最初點解要補習嘅？

Hayley: 最初開始補習係因為 Form Three 年尾個考試考得唔係幾好啦，大概就得 Level Two。所以我覺得如果要入到大學語文呢樣嘢就好重要，所以就想去補習，之後再問返朋友意見就揀咗依家呢個老師。

Benson: Okay...你頭先話最初攞 Level Two 啦；我睇過你嘅訪談前問卷就話最近一次校內試等級就攞 Level Four。咁都有好大進步㗎。咁呢種進步係咪引致你繼續補 Anna 呢？

Hayley: 係。因為我覺得如果唔係靠 Anna 嘅技巧同埋自己做下佢嘅練習都係無 Level Four。

Benson: 其實你講咗兩個重點啦：第一個就係技巧啦；第二個就係練習啦。其實 Anna 最吸引你就係呢兩點啦，仲有無其他方面吸引到你？

Hayley: 主要都係呢兩點。

Benson: 我哋先講技巧先啦，好嘛？技巧方面，佢教咗乜嘢技巧，可唔可以簡略講嚟聽下？

Hayley: 例如佢閱讀卷，佢每星期都會俾一份新範文我地睇，入面啲的議題通常都係關社會上面一 d 熱門的話題。其實考試嘅時候考評局都比較鍾意出呢一 d 嘅話題啦，睇多 d 嘅時候就會對呢 d 議題有更加深入的了解。咁就寫同睇嘅時候都會容易明 d。

Benson: 所以就覺得呢個係吸引嘅地方。咁學校老師呢方面係點樣教？

Hayley: 學校老師佢主要買一 d 坊間嘅練習俾我地做。多數都係上堂的時候做下寫作呀，閱讀卷呀，或者有時會叫我地聽下聆聽咁樣。主要都係不斷咁操，但係佢就好少提到考試嘅時候，例如卷三綜合卷，即係點樣可以盡快寫到 d 重點，佢就比較少提及，多數都係不斷咁樣做練習。

Benson: 不如我咁講，日校老師不斷俾你做練習，喺 Paper One、Paper Two、Paper Three 係咁練習，令到你覺得未必有效咁應付到考試，呢個係令你補 Anna 嘅因素？

Hayley: 都係。

Benson: 咁另外 Reading 都係咁練習啦，咁老師會唔會講返答案俾你聽嘅先？

Hayley: 佢會對答案囉，但係多數比較少講返點解係呢個答案，除非真係好多人問。

Benson: 咁 Writing 老師係點教？

Hayley: Writing 其實佢...例如寫 Article，或者寫 Letter 咁樣去會派一份 Notes，講返呢個格式係點樣然後就寫。

Benson: 咁佢改嘅時候喺成篇文改晒，俾好多 Comment 呀，d Comment 關於邊 d 位做得唔好嫁？

Hayley: 成篇文改晒，然後 Comment 都唔係次次俾，例如有特別的多錯漏，或者有 d 位做得特別唔好佢先至會俾。

Benson: 咁你覺得呢種啲咪一種不足呢，令到你要去補習呢？

Hayley: 都係。因為我唔知自己邊 d 位做得唔好，有邊 d 位做得好。

Benson: 相反嚟講，Anna 喺 writing 方面相比日校老師嚟講有乜嘢過人之處呢？

Hayley: Writing 方面，Anna 會有無限改文服務，我可以不斷交文俾佢，然後佢每一次就會 Highlight 返我邊 d 位錯咗，講返我點樣可以再上一個 Level。

Benson: 想問下 d 文係佢自己改定佢 d 助手改？

Hayley: 有時係佢改，有時係佢 d 助手改。

Benson: 咁啲咪都好詳細，無論 Grammar 同內容都改晒？

Hayley: 係。

Benson: 咁你多唔多用呢個服務呢？

Hayley: 唔算好多。

Benson: 但嘅都有嘅，即係你都覺得呢種方法有用。會唔會係嗰種俾你支持嘅感覺重重要過實際上嘅服務呢？

Hayley: 都會係。

Benson: 點解呢？

Hayley: 可能我唔係成日用，但係可能見佢改文係比較貼近 DSE 個評分標準，我覺得如果我肯交俾佢嘅話，佢可以話到俾我聽我嘅 Level 大概係幾多，但係我自己唔係成日用依個服務。

Benson: 明白...咁另外 Listening 方面呢？日校老師又不斷做練習，不斷對答案。呢種會唔係都係令到你去補習嘅其中一個因素呢？

Hayley: 都會。

Benson: 咁 Anna 點樣教 Listening 嫁？

Hayley: 佢會抽唔同嘅題型出嚟，然後每一堂就著重做嗰一類題型，話俾我地聽應該點樣聽，同埋點樣先答到嗰個問題，即係比起你就咁做，佢會講多一 d 技巧。

Benson: 其實 Anna 多唔多課後練習？

Hayley: Anna 有一個網站，咁佢上面就有唔同嘅練習，同埋每個星期都會有 Dictation，即係可以上去下載返個錄音，就默 d 字出嚟咁樣。

Benson: 咁呢 D 係咪吸引你補習嘅因素呢？

Hayley: 都係嘅。

Benson: 但係未必咁重要？

Hayley: 都係。

Benson: 另外 Speaking 呢？老師會點教？

Hayley: Speaking 老師就會係咁俾一條題目我地係咁講囉。佢俾十分鐘我地預備，然後就抽 d 人出嚟講緊咁。但其實好少提及要用乜嘢結構同用詞上應該要點樣；但係如果係 Anna 佢會俾一 d Vocab 你，然後再叫你點樣運用。

Benson: 我想問清楚呢，你日校老師俾十分鐘時間你地，跟住就抽 d 人出嚟講，喺對住全班 Present 一次，定係點樣？

Hayley: 對住全班 Present 一次。

Benson: 咁你覺得呢種方法對你學習英文或者應付英文科考試有無用呀？

Hayley: 其實都有 d 用嘅，因為我如果講完之後老師都會俾少少 Comment。我都知道自己有乜嘢位可以再進步 d。

Benson: 明白...咁 Anna 就係教一 d Vocab，咁仲有冇 d 咩練習幫你地 Train Speaking 呢？

Hayley: Speaking 嘅話佢定時會有一 d Special Course 上，然後成堂就不斷咁樣做。

Benson: 即係喺常規課程以外再報嘅，咁會唔會覺得負擔好大呀？

Hayley: 都唔會，因為其實報咗佢 regular 的課程之後個 Special Course 都係 99 蚊。

Benson: 咁我想問返 Speaking 呢，日校老師有冇 Group Discussion？

Hayley: 有，比較少 D。

Benson: 咁整體嚟講，日校老師同 Anna 嘅教法有 D 乜分別呢？

Hayley: Anna 堂上面寫嘢嘅嘢唔多，主要都係聽佢講嘢，講 d 考試技巧，其實佢 d Notes 入面已經寫咗應該要點樣答同埋點寫嘢；但係日校老師就不斷咁樣操卷，不繼咁樣做囉。

Benson: 簡單 d 嚟講，日校係不斷咁做，Anna 嗰度喺不斷咁聽，呢個係咪引致你補習嘅因素呢？因為日校老師係不斷咁做練習，無乜技巧講；去到 Anna 嗰度補習時，就聽多 d 技巧，咁會唔會感到有咁吃力？

Hayley: 係。因為不斷咁做，其實會好辛苦；但係 Anna 嗰度聽，又可以攞到重點，即係會比較輕鬆。

Benson: 你哋有冇同老師反映過，好辛苦，上堂果時喺咁做、做、做？

Hayley: 冇嘅，因為知道日校嘅教法都係咁。

Benson: 其實你同英文科老師嘅關係係點？

Hayley: 唔算話好親，關係普通。

Benson: 你覺得 Anna 俾你嘅感覺係點呢？

Hayley: 好親切，即係可以好似好朋友咁同佢傾計，有 d 咩都可以同佢講。可能有 d 升學嘅問題又想問下佢，佢都會分享多 d 資訊，俾 d 意見我地。

Benson: 佢俾咗 d 咩資訊你呢？

Hayley: 例如佢建議我 SBA 應該點樣做呀，DSE 就可以攞高分 d 咁。即係我可以拉高 d 過分咁，就入到我想入嘅學系咁。

Benson: SBA 喺學校英文老師俾你嘅 SBA。Anna 俾咗寶貴意見俾你，你覺得 Annanice，會唔會係令到你補習嘅一個因素呢？

Hayley: 咁又唔係喎。因為我主要都係想學多 d 技巧咁樣；老師本身個人係點就唔係太重要。

Benson: 咁嘅日校, 你哋同學同老師嘅互動多唔多?

Hayley: 唔算好多, 老師主要教我地同俾 D 練習我哋。

Benson: 咁日校上英文堂有好多同學一齊上, 係咪比自己一個人上補習堂開心好多?

Hayley: 唔會, 因為上堂都係大家自己各自做 Paper。其實你同同學之間都好少交流同溝通, 同自己一個人其實無乜分別。

Benson: Okay...另外, 我睇過你訪談前問卷, 你上補習班係用中文去學英文, 即係 Anna 係用廣東話去解嫁嘛; 而日校老師係用英文去教英文, 呢種教學語言嘅差別係咪引致你補 Anna?

Hayley: 都會有少少, 因為我覺得廣東話會容易理解 d 即係因為日校老師佢講 Grammar, 佢會用英文, 咁始終英文唔係我地母語, 因為我地固有一個中文的概念喺度, 比較難明 d; 但係如果用中文解返我地聽就容易明白點樣用囉。

Benson: 咁我想問埋呢, 你對自己補習後, 有冇 d 乜期望嘅結果呢?

Hayley: 我自己嘅目標係想入中大嘅文化研究啦。咁因為我知道係文科, 語文都比較重要。咁我希望補習之後就可以, 英文科成績會好 d, 同埋自己語文個底子都會好 d。入到大學之後都會無咁吃力啦, 同埋寫 d 文可以好 d 啦。

Benson: 你嘅英文科嘅公門試嘅目標係想攞 Level 幾?

Hayley: Level 四或者五。

Benson: 咁你有冇唸過上完大學後, 嘅事業上有冇咩目標嫁?

Hayley: 暫時未唸。

Benson: 咁你呀爸呀媽有冇講過 d 乜嘢呀? 即係你 d 補習學費成幾佰蚊一個月啦, 係呀媽俾定呀爸俾嫁?

Hayley: 媽咪俾。

Benson: 你呀爸同呀媽有冇評論過你補 Anna 呢件事?

Hayley: 媽咪有時就會問有冇用啦, 問我應唔應該保留去定係洗唔洗轉下導師。

Benson: 咁你點樣答佢呀?

Hayley: 我個人覺得其實暫時都可以嘅。

Benson: Okay...咁你呀爸有無理你補習?

Hayley: 佢好少理嘅。

Benson: 咁理解, 你呀爸負責俾錢, 而呀媽就負責睇住你讀書方面。即係平時讀書都係你呀媽理你多 d?

Hayley: 係。

Benson: 你亞爸同亞媽有無聽過佢哋嘅親戚朋友講及補習呢件事呢?

Hayley: 無啱。

Benson: 咁點解你補 Anna 而唔其他老師呢?

Hayley: 當初揀嘅時候其實對個個補習老師嘅了解都唔多, 我所知道 d 老師就逐個逐搵下, 睇下網上 d 評論。d 人就話 Anna 比較輕鬆呀主要都係聽多, 就比較適合我, 所以就揀咗佢; 同埋另外現代教育有另一個導師叫 Peter 啦, d 人都話佢教 d 嘢比較深 d, 我嗰時攞 Level Two, 程度比較低, 所以我驚上堂會唔明就無揀到佢。

Benson: Anna 上堂時候有無講 d 無謂嘢?

Hayley: 佢有時會分享一下自己的生活經歷囉, 例如佢去旅行嗰時 d 經歷囉, 都有少少關事嘅, 即係嗰時佢教梗我地寫篇旅行經歷。

Benson: 你而家喺學校攞 Level Four, 有無想過轉 Peter, 可以更上一層樓?

Hayley: 有...我覺得 Anna Okay 就有轉, 我恐怕適應唔到佢嘅教學風格。

Benson: 點解唔揀其他大型補習社嗰 d 補習老師呢?

Hayley: 因為見到遵理嗰 d 學費比較貴 d, 所以就無揀到。同埋朋友都有補過英皇, 就話冇乜用。

Benson: 我睇你訪談前問卷。你呀爸就小學畢業啦, 你呀媽就中學畢業。咁喺中學時佢哋就應該無乜俾課後支援俾你, 咁喺你小學時佢哋有無俾課後支援比你嫁?

Hayley: 小學時如果有唔識就問吓亞媽, 到中學時就唔得囉。

Benson: 你覺得係因為佢哋嘅學歷問題, 佢哋幫唔到你直接解決呢個問題, 所以俾你去補習幫你解決學業上問題?

Hayley: 係。

Benson: 我亦都睇你訪談前問卷, 你有一個兄弟, 佢而家讀緊書定做緊嘢?

Hayley: 讀完書, 但未搵到工做。

Benson: 你中三就開始補習, 咁你呀哥當時都係讀緊書, 佢嗰時有無去補習?

Hayley: 佢冇去補習。

Benson: 咁我講講社會層面嘅問題。中國有句古語叫『學海無涯, 唯勤是岸』, 你覺得呢種中國人觀念, 有冇推動你去補英文呢?

Hayley: 其實我覺得有。因為香港都好受中國傳統社會觀念影響, 同埋香港係一個已發展城市, 同其它亞洲國家一樣, 都比較著重學業成績。佢地覺得讀書先有出路, 同埋會對一 d 讀唔到書嘅人有一 d 標籤, 所以我想嘅學業成績上比其它人好 d, 喺人地眼中會有高 d 嘅成就。

Benson: 我睇你訪談前問卷, 就話日校職員, 校長, 老師 都無評論有關英文科補習問題, 但有無評論有關補習呢?

Hayley: 有。中文老師有評論過。佢覺得補習都係好無謂。因為要俾錢又聽返差唔多嘅嘢。其實專心上堂聽佢講書就已經夠。即係見到 d 人去補就補。

Benson: 佢講嘅係羊群心態, 你點評論佢呢種說法?

Hayley: 我覺得唔係咁啱, 因為日校老師除咗教仲有其他 d 紀律上的問題要處理, 佢擺係同學學習上面的時間會少咗, 但係補習佢只係要顧你學業上的問題, 即係研究出來的方法都會多 d 好 d。

Benson: 咁你仲有冇其他嘢想補充呢?

Hayley: Anna 教作文, 我之前提過, 佢會俾一篇文章俾我地睇, 佢都會叫我地係文章抽出一 d 內容, 咁樣去豐富返 d 內容。另外佢就會講下結構上點樣會好 d 啦, 用一 d 連接句, 令到 Marker 睇落去你英文個底會好 d, 就會俾高分 d 囉。

Benson: 咁日校老師俾你嘅 Writing 練習係課堂上做晒定回家功課?

Hayley: 兩堂時間, 課堂上做晒。

Benson: 會唔會覺得日校老師對你們太苛求呢? 因為佢又有比資料你哋, 又要喺兩堂之內寫好多嘢出嚟?

Hayley: 有時都會覺得無從入手, 因為我唔知條題目要點寫, 亦唔知道文章嘅結構係點。

Benson: 咁佢有冇比筆記你地嘅呢?

Hayley: 佢會俾返個類型文章嘅 Notes。因為有時無一篇範例我就唔明點樣用 Notes 入面個 d 嘢。

Benson: 我可唔可以理解為, 日校老師要求你哋 Output 多 d; 而 Anna 就 Input 好多嘢俾你, 就係引致你去補習嘅一個因素呢?

Hayley: 都係嘅。因為我吸收嘅資訊多 d, 我自己掌握嘅技巧多咗, 我考試嘅時候都會有信心 d 去做得好 d; 但係老師不斷叫我地做嘅時候, 我唔知自己寫得岩唔啱嫁嘛, 咁但係老師如果不斷叫我地做, 如果到我錯咗但係我唔知, 到考試嗰陣又寫返錯嘅嘢出嚟, 咁就會冇分。

Benson: 即係日校老師都會幫你改文, 但唔會好仔細?

Hayley: 佢會改，話我哋邊 d Grammar 錯，就會圈住，然後就咁俾個分，無乜內容上嘅 Comment。

Benson: Okay...咁就多謝你接受訪問啦。

Appendix G: Interview Transcript of Tony (Chinese Version)

Benson: 訪問者

Tony: 受訪者

Benson: 好喇同學，咁我地呢家就開始返個訪談啦，好嘛？咁呢個訪談會分開兩個部分：第一個部分就係同需求有關嘅；第二部分就係同供應有關嘅。咁我問咗同需求有關嘅問題先啦，好嘛？咁我就睇過嗰個訪談前問卷，你就話你係初中嗰陣時都補過大型補習社嘅英文補習班個嘢，係唔係呀？(係。)咁同呢家英文補習班嘅導師係唔係一樣嫁？

Tony: 係唔一樣嘅，即係點解呢，我想從兩方面去講，第一就係老師質素方面啦，而第二就係老師提供嘅教材啦。咁首先想講老師方面嘅，(你嘅意思係英文補習導師？)即係要比較日校同補習呀嘛？(係。)我覺得我日校老師呢，佢上堂呢都係跟據返佢嘅教材去教啦。咁例如好似 Reading 咁，佢會俾篇文比我地做嘅，但做完之後呢佢可能就咁俾答案我地呀，就咁 Check 完就算；咁但係如果係出面補習社 d 補習導師呢，佢係會同我地睇一次啦，逐個句子解，句與句之間嘅關係同 Vocab 同我地解啦，咁就十分之詳細嘅；咁第二係教學資源方面啦，因為日校老師都係用返出面 d 教科書嘅出版社，例如係牛津出版社啦，咁我覺得嗰 d 出版社嘅質素比較就無咁好啦；而相反補習社老師會出一 d Past Paper 又或者係自己整嘅一 d 練習呢，我覺得依 d 教材就比較信得過咁樣講。因為我覺得質素比較差課本呢我覺得做嚟嘅幫助係唔大嘅。咁變相如果老師成日安排一 d 出面出版社嘅功課俾我地做，我可能會無咁認真，因為我覺得質素唔係咁好；相反，補習補 d 功課質素係好，所以我覺得如果係認真做補習社 d 功課，我獲益會更加多。

Benson: 唔，咁我都問清楚呢你依家日校個英文科老師就係咪由中四教到你依家嫁？(係。)即係你依家所講嘅情況都係你中四至中五會遇到嘅情況啦。喇，首先我還原基本步先，你依家係補梗邊位嘅英文補習導師呢？

Tony: Peter Cheung。

Benson: 咁你頭先就講到個教材嘅問題嘅，咁教材嚟講呢，我想問下你有冇 d 實例可以講下日校老師點樣差法，或者佢點樣不足呢？而你話補習導師 d 筆記有 Exercise 呀嘛，你話可信 d 呀嘛，點解你覺得可信 d 呢？依兩方面係點嘅呢？

Tony: 首先啦，可信 d 係因為有時見到 d 廣告話有好多 5**學生，d 同學又讚佢教得好呀。依個係增加咗我對個老師嘅可信程度嘅；咁而日校的老師佢會，即係我唔知佢教到 d 學生點，但係我覺得如果唔去補習，齊係日校上堂，我覺得我英文嘅能力係比較難去進步嘅。都係教材同老師質素兩方面呀。

Benson: 咁你講到一 d 廣告，係補習老師主動俾你定係你係網上見到嫁？

Tony: 即係有時補習社 d 筆記都會印住 d 廣告啦，巴士嗰 d 好多地方都有。

Benson: 咁呢 d 廣告會點樣影響到你去補習呢？

Tony: 即係因為 d 廣告通常都寫住老師教學生出嚟嘅成績啦，即係好多個五星星呀、乜嘢 Paper 教得好呢，即係因為 d 廣告，都令我有信心成為佢口中好的學生嘅其中一個，即係我

都可以由一個好差嘅學生變到好勁，即係做五星星的學生，咁搞到我都有一份熱誠，有一份嘅認真，都想去補依個老師，學返一 d 好嘅嘢返嚟。

Benson: 咁你喺訪談前問卷都提過啦，你最近一次校內試嘅英文科成績係就係第四第級啦，咁你補 Peter 之前個成績係點樣嫁？

Tony: 係第三等級嘅，咁因為嗰陣時我學校就比較特別，無 5* 同 5**，咁第三級其實都唔算係中等，係算係中下嘅，因為擺第四級嘅人係比較多嘅，咁所以我嗰時有個危機，就係如果我嘅學校考第三級出到去考 DSE 可能得個第二級咁樣，就令我覺個比較擔心。

Benson: 即係最初你有一種補底嘅心態啦，咁依家呢？你係想保持依個成績定係想再上一層樓呢？

Tony: 我係想再上 d 嘅，因為我啱啱講 Level 4 個 Level 比較基本啦，即係考大學 d 科通常要有 Level 5 先比較有好嘅選擇啦，同埋出去見工都會根據依 d 方面去衡量嫁。

Benson: 即係你頭先講到補習嘅成效囉。咁你會唔會覺得補完英文之後會令到你嘅成績好啱呢？

Tony: 係嘅。(點解呢？) 咁英文有四份卷，我想逐份逐份咁樣講嘅，因為 Reading 呢唔單只教 Skimming and Scanning，依 d 普通教科書都有嫁嘛，我覺得依 d 無乜用；相反補習社老師教呢，佢會分唔同嘅題型，例如“True、False、Not Given”、對生字或者係篇文搵個同義詞出嚟，都會講返個技巧俾我地聽；而係 Writing 呢，老師有時安排 d 作文俾我地做啦，做完之後佢就寫返 d 分嘅度，同埋捉少少學生成日錯的錯誤出嚟；但係相反如果係補習老師度呢，我地學作文係學唔同嘅 Vocab 啦，一堂都有好多嘢俾我地吸收嘅。即係因為補習要錢嫁嘛，我自己就覺得如果我俾錢學一樣嘢，我會更加認真去學嗰一樣嘢。所以，佢成日教我地 Vocab、句構依 d，我都會更加用心去學佢教嘅嘢，所以係 Writing 度，我成日都用佢 d 句構呀，Vocab 咁樣，相比起之前無補習都提升咗幾多成績嘅嘅作文度。

Benson: 即係日校方面都係主要同你做練習同對答案，咁呢一種會唔會係一種不足，而令到你去搵 Peter 補習呢？

Tony: 一定係嘅。

Benson: 咁 Listening 方面呢？兩邊嘅教法有咩分別呀而令到你去補習呀？或者有冇 d 嘅分別呢？

Tony: 咁教法就係點呢，出面個補習老師 Listening 佢就會同我地一齊聽，咁佢就係 Screen 度做，而我地就 Dup 低頭嚟到做，咁跟住就對答案啦；咁跟住係寫 Integrated 嗰度呢，佢就教唔同嘅 Formats 去寫，例如 Letter 呀，Memo 呢 d；咁但係學校老師嘅話佢就會叫我地做同對答案。佢就會好簡單講一講格式呢 d 方面，因為教科書都有，但係我覺得出面補習社更加好係因為 d Format 係更加全面，因為 Format 有好多種，就更加全面啦。

Benson: 咁我想追問一下，咁你話日校同補習社都有教 Formats 嫁嘛，其實都係教梗同一樣嘢，想問下個分別其實係邊度呢？

- Tony: 即係咁嘅，教科書佢會有 d Format 啦，佢就係好簡單一版咁過啦，佢係無乜點樣解釋點樣用，點樣記，點樣分個 d 嘢；但係如果係補習社，老師佢會教埋你點樣分 Format，用乜嘢 Format 咁樣...
- Benson: 咁日校老師有冇俾一 d 額外嘅資料俾你地嫁？因為日校本書 d 資料未必咁充足？
- Tony: 如果係 Paper Three 就有囉。
- Benson: 佢 Paper One、Two 會唔會印一 d 資料俾你地呢？
- Tony: 佢會印小小 Past paper 俾我地，都係喺度做，跟住對答案。
- Benson: 咁你覺得呢依個係唔係一個因素令到你補習，去攞多 d 足夠嘅資料呢？
- Tony: 依個係嘅，因為補習社導師佢主要教材都係 Past Paper 啦，佢可以印晒廿幾三十年咁多年嘅 Past Paper 俾我地做，咁我地每篇都做一做咁樣，感覺就實在咗好多；反而我地學咗 (一至)兩年(高中)英文，日校老師只係影咗 DSE 一至兩年嘅 Practice Paper、Sample Paper 俾我地做囉，即係我覺得而 d 質素比較高嘅教材佢就用得比較少，反而用一 d 可能出面出版社 d 書，因為我覺得質素比較低，搞到我就比較唔想再用囉。
- Benson: 咁我想問清楚，你覺得質素低嘅原因係唔係因為你做完 Practice Paper 之後，去補完 Peter，睇完 d Past Paper 之後，你覺得 d Exercise 同公開試個像真程度唔係咁高？
- Tony: 依個係其中一個因素啦，同埋係個難度方面啦，因為 Reading 佢有分 B1 同 B2 嫁嘛。反而我有時做學校 d 書 B2 個 d 題目都係好 Straightforward；反而你做出面 B2 個 d 呢，合格都係比較難嘅一件事。但係學校 d 教科書同教材都比較簡單囉。
- Benson: 咁但係個評分都係英文老師自己決定嫁嘛。即係會唔會係英文科老師平時俾分就比較鬆，令到你冇咗種安全感呢？即係個分出到去考試個陣時都未必係咁準確個啲。
- Tony: 因為佢係跟返出版社嘅答案去幫我地改嘅，我覺得係篇章嘅題目出得簡單少少，即係 Test 唔到我地，佢唔會比好難嘅俾我地做咁樣。
- Benson: 咁 Speaking 方面呢？你覺得日校老師同補習社老師嘅教法有咩分別呢？
- Tony: Speaking 方面我覺得就差唔多嘅，我反而覺得日校老師想講多 d，好多時就有教科書嘅 Paper 啦，或者係 DSE 嘅 Paper 幫我地操咁樣。即係學校老師會一到兩個禮拜做一次咁。即係會抽幾個同學出去面對住全班做咁樣；但係 Peter 都係齋講，咁係呢一方面其實我就覺得一般般嘅，因為佢只會教個 d 說話方式呀，例如回應方面佢係話你一定要講返之前同學講過 d 乜嘢。
- Benson: 咁你頭先就話你英文想攞 Level Five，而你覺得補習社會幫到你啦，咁總體、四份卷嚟啦，你覺得日校同出面補習社最大嘅分別係點呢？同埋呢一種分別點樣令你補多 d 補呢？
- Tony: 綜合嚟睇.....咁即係講返個教學時間啦。咁首先就講 Peter 個邊先嘅，佢非常之著重 Writing 個度，堂堂都用半堂時間教 Writing，跟住可能四分一教 Reading 咁樣，其餘四

分一就可能夾雜咗 Paper Three 同埋 Paper Four 嘅資訊喺度，而我覺得分別在於 Writing 係一個好重要嘅 Paper，佢又擺一個好長的時間去教，令我更加有把握去考依個 Paper；而日校老師佢時間上的分配就著重喺 Reading 同埋 Integrated 嗰度，因為我地學校教科書剩係買咗 Reading 同埋 Integrated 嗰兩部分，所以相反喺 Writing 方面時間佢就相對會覺得比較少。

Benson: 咁 Writing 方面平時日校老師係點樣同你地做嫁？

Tony: 功課有也。反而佢堂上嘅作文就會比較多，例如係作文前一日，佢就會派定題目俾我地，跟住自己返去慢慢準備咁樣。到第二日返去做，而我係準備嗰時就會用返 Peter 喺堂上用開嘅 Vocab 呀抄落嚟咁樣，睇下邊 d Vocab 用返係邊篇作文度。

Benson: 咁你覺得實唔實用呢？

Tony: 好實用。因為老師教 Vocab 就會叫我地開本部 Vocab Book 出嚟啦，一個月可能做五十個咁樣。但係個 Vocab Book 老實講我都唔會點溫，因為係應付功課咁樣啦；反而係 Peter d Vocab 呢，因為佢會抽返公開試 Reading d Vocab 出嚟啦，你會揀一 d 佢覺得簡單易明實用的 Vocab 出嚟，俾我地喺平時的作文用返出嚟。

Benson: 咁其實係唔係你自己本身 Writing 比較差，所以就覺得 Peter 可以補救到 Writing 方面嘅不足呢？

Tony: 係呀。

Benson: 明白嘅...咁你頭先就話噏住 DSE 英文擺 Level 5 啦，你覺得擺完 Level Five 之後幫唔幫到你入大學？或者你本身有冇預計過自己入大學？

Tony: 我預計過入大學嘅。我目標係 Best Five 就 25 分嘅。咁因為我中文同另一個 Elective 成績唔係幾好，咁所以英文都要作為 Best 5 嘅考慮科目。如果我英文擺 Level Four 咁我入大學嘅機會都比較渺茫，因為我要平均每科 Level Five 先有 25 分，如果我補完出面 d 補習社都有可能擺到依個分。

Benson: 咁睇嚟英文科由 Level four 到 Level Five 係你入唔入到大學嘅關鍵少數嚟個啲。咁假設你擺到 25 分啦，咁你嘅目標係入邊間大學呢？

Tony: 如果我擺到 25 分我係諗住入科大嘅，讀一 d 理科嘅科目；考得差就入理工大學，讀化學方面有關嘅科。

Benson: 咁英文科補習同你喺大學嘅學習有冇關係呢？

Tony: 因為大學 Year One 都要讀四個核心科目，中英文都要讀多次啦。如果我考 DSE 之後，之前又有補過習啲，咁我咪有啲 d 底囉，到時未必應付到大學嘅英文。

Benson: 咁你第時出嚟有冇話噏住事業係做 d 咩嫁？

Tony: 做研究呀...都係理科方面呀... 政府化驗師啫。

Benson: 咁你覺得補英文同將來嘅職業有冇好大嘅關係？

Tony: 未必咁大。

Benson: 咁另外你 d 補習學費係你呀爸定呀媽俾嫁？

Tony: 兩個都有俾嫁。

Benson: 咁你呀爸呀媽係你小學嗰時有冇幫你去睇 d 英文功課？

Tony: 我呀媽英文個底本身唔係咁好；反而呀爸因為英文有比較個底，所以小學 d 功課我都係問返佢，例如 Grammar 方面，我覺得佢都幾幫到我；反而入到中學 d 嘢深咗，佢嘅英文程度又未到中學 Level，我覺得都係要靠出面嘅補習老師幫我囉，就咁俾錢俾我補習囉。

Benson: 咁我亦都可唔可以話你呀爸係比較關心你補習嘅依事呢？

Tony: 佢地都成日擔心我會唔會補得太多科，壓力會唔會太重，淨係會擔心呢樣嘢。不過補 d 乜嘢科佢地就唔會話點樣理會嘅，我補乜嘢科佢地就唔會點樣理會，就返自己嘅時間囉。

Benson: 咁你頭先就話係 d 朋友介紹你去補習啦，咁你係唔係同佢地一齊去補呢？

Tony: 我一開始補嗰陣時就係中三升中四個暑假啦。因為我發覺中三嗰陣時我係成班嘅英文都係排喺中下這位置，有 d 有 d 驚咁樣。上到高中，所以就問我嘅朋友，推薦咁樣啦。咁佢就話佢補咗一年 Peter 之後呢，發覺感覺係十分之良好，同埋佢話去好後悔中四無補，中五先補，我驚好似佢咁後悔，所以就補吓佢。

Benson: 咁你第一期可能就跟咗朋友去補啦，咁點解你會繼續補 Peter 嘅？

Tony: 因為我覺得佢 d 嘢如果補一期兩期嘅話，即係 Peter 比較特別嘅就係佢嘅教材係一兩個月補唔晒嘅，即係講唔到咁多嘅 Papers 啦。即係佢頭兩期可能係教 Writing 同 Reading，淨返個 d 可能夾雜著幾堂 Listening 呀、Speaking 咁樣，呢方面就促使我繼續補落去，想全面去學返一 d 教學嘅嘢。

Benson: 另外我又睇過你個訪談前問卷呢，咁你學校教英文就用英文教嫁嘛；Peter 教英文就用中文教嘅，咁你會唔會覺得 Peter 用廣東話教英文會令你易明少少呢？

Tony: 會嘅。即係效率上面呢，因為有時你用英文呢、日校老師用英文教學，有時同學 Get 唔到老師講乜嘢(咁你自己呢？)我 Get 到嘅。有時同學 Get 唔到就會阻礙咗課堂程序呀，或者有時學校 d 同學傾計就會阻慢咗教學進度，咁所以可能就比较慢，但係因為補習社有 Band One 至 Band Three 嘅學生都喺度補，Peter 用廣東話去教就會提升咗整個效率囉。

Benson: 咁本身唔明日校英文科老師講乜嘢嘅同學本身有冇去補英文嫁？

Tony: 佢地有 d 有，有 d 有個啲。

Benson: 佢地有冇話『老師，我唔係好明你講乜嘢，可唔可以用中文解返呀？』

Tony: 佢地有乜點講㗎。

Benson: 咁你覺得嘅日校上堂有趣 d 定係係補習社上堂會有趣 d 呀?

Tony: 咁梗係日校有趣 d 啦。係日校平時同學都會講笑同抽水咁樣啦，即係攞到成班都係到笑啦。咁但係係補習社周邊嘅人都係唔識嫁嘛，同埋因為我睇 Video，而補習老師就係 Live 班，我又唔知 Live 嘅情況係點，加上 Peter 份人比較實在啦，就會比較沉悶。

Benson: 咁我又想問埋學校層面嘅一個問題，就係你係訪談前問卷就話呢，日校嘅教職員就有評論過英文科補習，咁有冇教職員係評論過補習依件事呢?

Tony: 即係其它科都得嘅? (係。) 即係聽人講我地有個中文科老師就評論過，即係評論返中文補習啦，即係中文補習老師就俾篇文俾你，跟住就俾你做啦，佢就覺得考評局一定唔會出返同一篇文章比你做嫁嘛，所以佢覺得咁樣補無乜用，

Benson: 咁佢咁樣講有冇令到你冇咁想補依個英文科補習呢?

Tony: 因為兩科唔關係，即係兩科都唔係一樣嫁嘛，就有乜影響。

Benson: 咁我依家就問多一個比較廣闊嘅問題囉㗎。我地中國傳統社會呢成日都好著重勤力同功名嫁嘛，咁你覺得呢依種環境有冇影響到你去補多 d 習呢?

Tony: 咁又無乜影響嘅。咁因為呢勤力就唔一定要補習嘅，你可能係報紙或者係網上嘅資源都可能搵到相關的教材咁樣啦。當然啦，如果有補習出去搵依 d 教材就難度就比較高，同埋又唔知道有冇用啦 d 教材。依個我覺得唔係勤力嘅表現，因為好多方面，從好多途徑都可以勤力出發，學習一 d 學科的知識，唔一定要靠補習。只不過補習係更簡單咁樣俾多 d 教材你去俾你學；相反，如果無補習嘅話係收集資料方面可能會比較困難，但係你都一樣可以好勤力咁樣。

Benson: 咁你頭先又講返教材問題囉㗎，你可唔可以再講下補習社 d 教材有乜嘢咁獨特、會令到你去補呢?

Tony: 咁 d 教材都係補習老師自己出，同埋 d 教材都係受到同學嘅認同啦，即係無乜人話佢 d 教材差，或者覺得唔好咁囉，所以就覺得佢 d 教材比較獨到。

Benson: 咁我想問返呢，咁點解你最初會補 Peter 而唔補其它人呢?

Tony: 即係我最初補 Peter 係因為聽到朋友講先補嘅。咁我補完一段時間之後呢，我就覺得佢教得比較悶啦，就唸住去搵第二 d 老師去補習咁樣嘅，咁但係我去到 d 網去睇留言同評論呢，就發現其實 Peter 都係一個出色嘅老師。相反你話英皇或者現代嘅其它導師呢，佢地嘅名氣就比較低啦，同埋可能 d 學生唔係幾仲意佢 d 教學方式，咁所以令到我冇補第二 d 老師咁樣囉。

Benson: 咁日校老師其實係做練習之外平時仲有 d 乜嘢課堂活動嫁?

Tony: ... (即係有嫁喇?) 大致上係咁樣啦。

Benson: 咁你覺得呢一種以老師為主導嘅教學方式呢會唔會引致你去補多 d 習呢?

Tony: Er.....

Benson: 即係未必太大關係啦? 咁上堂嘅節奏呢? 你會唔會覺得有分別呢?

Tony: 補習社嗰到個節奏係十分之快嘅, 因為 Peter 佢會將 d 筆記抄啲 Screen 度, 跟住你就要囉本簿出嚟抄啦。如果你上堂恰眼訓的話呢, 抄漏咗幾句嘢呢, 可能你就會有咗 d Vocab 呀, 好似晒錢去補, 有冇咗 d 知識, 吸收得少咗, 而係補 Peter 嘅過程呢係相當之急促嘅。咁如果你係日校呢老師嗰度, 因為佢要遷就返唔同同學嘅需要咁樣呢, 就可能教得比較慢咁樣, 同埋會多 d 時間係度發咗咗咁樣。

Benson: 喇, 咁我問埋最後一條問題, 即係係唔係你嘅英文科成績比較好, 有 d 同學呢就成績比較差, 就覺得老師呢就要照顧返嗰班成績比較差嘅同學, 而就拖慢咗你嘅學習進度, 繼而就令到你唔想補習呢?

Tony: 即係補之前呢我成績都唔係幾好嘅, 咁因為有 d 同學可能成日都係度問問題啦。即係問一 d 同教科書相關嘅問題, 我覺得比較無謂, 因為我本身可能已經識咗嘅, 但係佢仲係度問, 攞到個節奏係緩慢囉。

Benson: 咁你仲有冇其它嘢要補充呢?

Tony: 有啦。

Benson: 咁今日多謝你接受訪問啦。

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Appendix H: Interview Transcript of Ida (Chinese Version)

Benson : 訪問者

Ida: 受訪者

Benson : 同學呢，咁我地就開始返今日嘅訪問啦，好唔好先？咁我見到你嘅訪談前問卷就提到之前有補到習嫁啦，係唔係？今次係你第一次去補英文啦，係唔係呀？(唔。)想問下你係補邊位導師㗎？

Ida: 我補 Ken。

Benson : 咁點解你最初會參與咗呢個補習嘅？

Ida: 首先就係因為我英文本身係一般般嘅，係學校考試嗰陣都係囉 Level Three，所以就想補習，睇下可唔可以英文有進步啦。另外就係因為我伯伯就出錢嘅，就唔使我父母出錢嘅。佢呢就想我補一 d 我覺得麻麻地嘅科目，所以我就揀咗英文。

Benson: E..咁點解係你伯伯俾錢而唔係你呀爸呀媽俾錢嘅？

Ida: 可能係因為我伯伯覺得，因為佢嘅收入係比較高 d 嘅，可以負擔得到我嘅補習費。

Benson : 咁你呀爸呀媽知唔知道依件事呀？

Ida: 知。

Benson : 咁你呀爸呀媽對於你去補英文科有 d 咩意見呀？

Ida: 佢地贊成嘅，都係會問唔中問下我覺得補習有冇用呀，會唔會係唔啱我自己嘅。

Benson : 你伯伯就俾錢你補習，咁可唔可以話你呀爸支持你補習多過你呀媽支持你補習呢？

Ida: 都有，佢地純粹係睇下我地自己嘅意願。睇下我自己想唔想補囉。

Benson : 咁你伯伯呢？佢有冇同你講過 d 乜嘢？

Ida: 佢就講過下，佢就問我高中讀咗一年喇，到 Form Five 佢就問下我覺得我呢會唔會有一 d 跟唔到或者係覺得考得麻麻嘅科，所以佢就想我睇下補習可唔可以幫到我嘅 DSE 考得好 d 囉。

Benson : 咁你去補習嘅時候呢係你一個入去定係你會同朋友去？

Ida: 一個人。原本想約同學嘅，但係約唔到。

Benson : 有冇同學又係補 Ken 但係就唔同班？

Ida: 我 d 同學裡面都好少補英文嘅。

Benson : 咁另外喇，點解你補 Ken 而唔補其它人呢？

- Ida: 呢一個我問過啊姨嘅，啊姨喺另一間中學教英文，係英文科老師嚟嘅，咁就問下佢意見，睇下邊個補習老師好啦。咁呢佢就話呢個 Ken 出名嘅，而且覺得 d 內容幾好，所以就揀 Ken。
- Benson: 你呀姨係日校老師，咁點解佢會解紹一個補習老師俾你呢？佢會點樣評論補習社嘅導師嫁？
- Ida: 冇乜呀，佢都剩係純粹係覺得補習係另一方面嘅支援囉，除咗係普通中學入面教嘅又有另一方面，多少少嘅資料去學，即係平時英文嘅內容咁樣。
- Benson: 咁可唔可以話你呀姨平時係日校教書都明白到教到嘅嘢對於學生應試咁足夠，咁所以呢佢就都鼓勵你，就想你去補下習呢？
- Ida: 都可以咁樣講。
- Benson: 問有冇其它親戚談論過補習呢個問題呀？
- Ida: 都有喇。
- Benson: 另外嚟講呢，咁你去補習都係想考好 d 呢個中學文憑試嘅姐，跟住唸住最後考 Level 幾呀？
- Ida: 英文我有唸過 Level Five。
- Benson: 咁跟住呢？你考完 DSE 就要入大學，有冇話唸住入邊間大學呀？
- Ida: 我唸住入 Poly 嘅。
- Benson: 咁你長輩有冇同你傾過呢個問題呢？
- Ida: 佢有呀，佢地都係睇我仲意 d 乜，就俾我揀 d 乜。
- Benson: 咁你想入 Poly 咩系呢？
- Ida: 物理治療或者化驗啦。
- Benson: 咁即係你第時想做物理治療師或者化驗師？
- Ida: 係。而且同呢家自己講嘅科都有 d 關係。(點解呢？) 物理治療係關一 d 物理嫁啦。而化驗就同一 d Chemicals 就有 d 關係啦。
- Benson: 咁你覺得你補完英文之後，攞 Level Five，入 Poly 依兩科啦，或者第時做物理治療師有 d 咩幫助呢？
- Ida: 一般讀依 d 學系都係用英文啦，所以我覺得補英文可以令我對依 d 嘅科目容易 d 表達囉。寫論文嗰時特別有用啦。

Benson：咁我可唔可以理解為，喺四份卷入面 Writing 係你最差嘅一份卷呢？

Ida：都唔係呀，我 Speaking 都麻麻。其實有一份特別好，都係差唔多。

Benson：咁可能第時做物理治療師都要用英語去溝通嫁嘛。咁你覺得去完英文科補習對於你 Speaking 或者第時同其它外國人溝通，喺工作場所可能要 Send E-mail 啦，咁你覺得幫助大唔大呢？

Ida：都其實一般般啦，因為其實補習嘅內容最主面都係關於一 d 考試嘅技巧，關於一 d Skills，所以對日常生活嘅 Speaking 未必大有用囉，即係有少少嘅幫助，但係個效用未必太大囉。

Benson：咁我係訪談前問卷都見到呢話應試技巧係你去補英文嘅一個重要嘅因素㗎，咁我想問 Ken 有冇教過 Speaking 呀？

Ida：Speaking 係有嘅，佢會教一 d Past Paper 有 d 咩題型，同我地 Follow up 返，即係再講返，但係一般係比較少嘅，佢主要集中喺 Paper One, Paper Two 同埋 Paper Three 囉。

Benson：咁 Speaking 佢會點樣同你 Follow-up 呀？

Ida：佢會類似俾一條 Past Paper 嘅題目，佢就會俾一 d 嘅資料你，例如應該點樣講令到 Content 係好 d 嘅，同埋喺一 d Sentence Patterns 點樣講得好 d。

Benson：咁日校呢？

Ida：反而日校 d Speaking 練習多過補習囉，即係平時我地課堂上面就會有 d Group Discussion 就會分組討論，同埋就會有 Individual Response。即係老師會問一條問題出嚟，然後我地要即刻用一分鐘去答返。

Benson：咁呢依個都係公開試嘅模式啦。咁你覺得呢邊一種教法你比較仲意 d 呢？

Ida：我覺得學校嗰 d 英文老師就會慢慢嚟啦，就住 d 學生啦。對我嚟講，普通日校嘅英文老師會好 d；而補習社嗰 d 係會好趕好急，Chur 住嚟教，即係要靠自己去睇資料同埋做 Exercise；但係日校就會就住學生唔同嘅能力去教。

Benson：你覺得日校咁教就係好少少啦，咁可唔可以舉一 d 例子呢？

Ida：即係平時例如有 d 學生有 d Quiz 或者默書唔係咁好呢，就會叫佢地留係學校跟返佢地，再詳細 d，再慢慢咁樣教佢地。

Benson：咁你係講梗課後支援㗎。咁 Ken 呢？Ken 佢有冇課後支援嫁？例如如果你英文有問題咁點算呀？

Ida：無呀，因為我係補 Video 唔係補 Live，所以就冇得問。

Benson：咁你係話上堂個時間唔到啦，咁落堂之後有冇 d 咩途徑可以問到佢嫁？

Ida：可能係 Facebook, Instagram。

Benson：咁如果你嘅補習嗰度真係有問題，你會唸住問邊個？

Ida：其實我諗住如果真係有 d 補習唔明嘅嘢，我會返學校問英文老師，因為咁樣反而可能會幫到我容易 d 去明。

Benson：咁你覺得如果你英文科老師見到你咁做會有乜嘢反應呢？

Ida：我覺得佢會樂意答我，因為我試過曾經問一 d 英文科嘅問題，佢都會慢慢咁樣解釋俾我聽囉。

Benson：咁你覺得你同 Ken 或同日校老師嘅關係邊個會 Close d 呢？

Ida：咁緊係日校嘅英文老師啦，因為你對住佢，係日日見嫁嘛。咁同埋你同佢有一問一答，所以你同佢嘅關係會好 d；咁但係補習老師我知係對住個 Video，佢講乜嘢我抄乜嘢，無乜特別的互動，所以就關係方面就會係英文科老師好 d。

Benson：咁你覺得日校老師平時嗰種教法同埋補習社嘅教法，會唔會係補習社嘅係實用 d 呢？

Ida：補習會係實用 d 嘅，因為佢專係會針對唔同 Papers 嘅唔同 Skills。但係日校嘅英文科老師只會 Overall 咁講，未必會好仔細；而呢個補習社喺會講一 d 閱讀理解，又會講下 Writing 嘅 Skills，有 d 乜嘢 Formats 要注意，咁就會比較集中 d 囉。

Benson：咁我想問下日校老師同 Ken 點樣教英文呢？你可以講埋個分別呀。

Ida：日校老師嘅 Reading 只會俾 d 練習我地做，無乜點樣教一 d 實用嘅技巧；但係補習 Ken 就會教一 d 技巧。例如，如果你問到一 d 原因嘅題目，即係 Why、Why not 嗰 d 呢，咁你就可以睇返篇文章，睇下佢正面負面嘅 Sentences 啦，或者睇題目同文章相同的字眼啦，咁就去 Match 返睇下邊個係答案，可以寫返落去囉。

Benson：咁日校老師喺你地做家練習之後會唔會解釋返嫁？(會呀。)咁會唔會比 Ken 解得咁清晰呢？

Ida：都會呀，因為佢只會睇下大部分學生錯乜嘢題目而去講嗰題，但係始終有 d 題目會有小部分的同學係錯嫁嘛，咁佢就未必會講到嗰 d 題目。

Benson：咁 Ken 又點樣喺一堂個半鐘裡面解晒所有題目呢？

Ida：佢就會花半個鐘頭嘅時間講一篇文章先，跟住再睇下 d Vocab 呀或者一 d 句式。跟住有陣時就會講下 Paper Two Writing 嘅一 d Skills，即係囉 d Past Paper 出嚟講，講下 Format，講下內容，講下你應該寫 d 乜嘢，跟住如果唔係講 Writing 嘅話，又會再講下 Paper three 嘅 Listening 同 Integrated Skills。總之，佢每次都會講下唔同嘅 Papers。

Benson：咁你可唔可以簡單講下日校同補習班嘅分別呢？

Ida：如果就 Writing 嚟講呢，平時日校老師只會喺作文裏面講一 d 句式同內容，並無針對性咁講條題目 d 類型應該點樣作；但係補習嗰邊呢，Writing 佢係會講一 d 一條題目係點樣

寫會高分 d、有 d 乜嘢內容係裏面、Format 係乜嘢；咁 Paper Three Listening Integrated 呢老師都淨係俾練習我地做啦，等我地做完之後對答案，睇下自己的分數係點樣，自己做成點樣，就有無針對性咁樣講點樣去作；但係補習佢就會教你邊一 Part 應該對應返邊一個 Task，呢一篇要寫 d 乜嘢，佢就會同我地講返。

Benson：咁你會唔會覺得學校嘅教學風格會係你想繼續補 Ken 嘅一個成因呢？

Ida：可以咁講嘅，因為始終日校英文堂嘅時間唔多啦。咁你有可能短短係個零鐘裡面講晒咁多嘢，咁但係補習雖然都係個零鐘，但係佢每一次都有唔同嘅嘢，一路慢慢累積上去囉。

Benson：呢個位我又唔係好明㗎，因為你應該上好多英文堂嫁嘛，但係補習班淨係上個半鐘，反而唔係嘅日校嘅時間會多 d 呢？

Ida：咁又係㗎...咁但係補習社嘅內容同日校嘅內容唔同嫁嘛。咁補習社係講一 d 實用嘅 Skills，係對考試係有用嘅；但係你可能平時係日校淨係講下 Grammar、做下練習，跟住 Writing 又佔咗 d 時間啦，跟住 Discussion 又會有 d 時間啦，我就覺得如果真係睇返 d Skills 嘅話，可能補習社會好過日校囉。

Benson：咁你會唔會覺得日校咁樣做係唔足以令你去應付公開試呢？

Ida：都有少少㗎。

Benson：我又想問下你屋企層面嘅嘢㗎。跟據你嘅訪談前問卷，咁你呀媽就係學士啦，咁係你呀爸定呀媽支持你去補習多 d 嘅先？

Ida：呀媽(咁呀爸係點嫁？)其實我呀爸都有乜點問。

Benson：咁你伯父呢？

Ida：伯父嘅學歷係比較高 d 嘅(有幾高呢？)都應該係學士。咁呢佢就會想我係 DSE 有好 d 嘅成績啦；但係 Daddy 呢純粹係，即係要我盡咗自己嘅努力就 Okay 囉。

Benson：咁我想問下呢你呀爸呀媽喺你小學嗰時有冇幫你溫下功課咁呀？

Ida：我呀媽會幫我睇下功課嘅。我都會問佢嘅。

Benson：咁你呀媽有冇評論過補習依件事呢？

Ida：佢會問我會唔會覺得好吃力啦 la 同埋佢會問我呢一個補習有冇用囉。

Benson：咁你有冇其它親戚都評論過類似嘅嘢呀？

Ida：呀爺呀嫲都會重視囉，因為佢會覺得我升到上去大學先至會有分好 d 嘅工，所以佢地都會覺得想我係 DSE 考得好 d 啦。

Benson：咁我想問清楚吧你覺得你伯父每個月要俾五百四十蚊覺得肉唔肉赤呀？

Ida: 我覺得佢唔肉赤。因為佢好主動咁樣俾啦，同埋好樂意俾囉，即係好想我去補習囉。

Benson: 即係可唔可以話佢覺得補習對於你升學或者做嘢係必需嘅呢？

Ida: 又未至於係必須。但係係好有幫助。

Benson: 咁另外呢，你學校老師係用英文教英文；而 Ken 係用中文教英文嫁嘛，你會唔會覺得聽 Ken 講會易 d 呢？會唔會令到你想去補習多 d 呢？

Ida: 又唔會嘅。我覺得反而聽下英文都好，因為你聽你先至會入到腦，即係你聽完英文你先至會用得出返英文，因為學校規定咗英文堂就係用英文溝通，咁你就可以嘗試下用英文溝通表達下自己囉。

Benson: 咁你覺得學校咁樣教英文係幫你學英文定係幫你去考試呢？

Ida: 都係幫我學英文囉。

Benson: 咁另外我想問上 Ken 堂同係日校上堂嘅氣氛有 d 咩分別呢？

Ida: 差好遠...你去補習學校嗰 d 呢係唔講嘢嘅，即係你學生同學生之間係有交流嘅，甚至同一 d 助理嘅教師呢都係有交流嘅，即係佢地係負責派一 d 材料俾你；但係學校可以同同學好 Friend、可以一齊玩、一齊聽，所以喺日校同學與同學嘅關係同埋同老師嘅關係都會好好多囉。

Benson: 你老師有冇攞下笑嫁？

Ida: 唔係嚴肅，算幽默嘅，有陣時都會一齊笑下，一齊講下咁。(Ken 呢?) 冇乜囉反而。佢唔係嚴肅，因為佢可能 Chur 得濟，所以唔會點樣去講囉。

Benson: 我最後想問下，即係我地中國成日話『學海無崖，唯勤是岸』啦。即係好著重勤力、功名呀。你覺得呢一種風氣呢有冇影響到你去補習呢？

Ida: 我覺得影響到，因為你傳統社會係靠住勤力，跟住咁就會有一 d 好 d 嘅機會，即係要有勤力先至會考得好 d，如果你 Hea 下 Hea 下嘅話，咁你就就唔會係考試裏面有好嘅成績，所以我認為勤力係影響到我去補習嘅其中一個因素。

Benson: 咁唔知你仲有冇其它嘢要補充呢？

Ida: 冇啦。

Benson: 咁多謝你今日接受訪問啦。

Appendix I: Interview Transcript of Harry (Chinese Version)

Benson: 訪問者

Harry: 受訪者

Benson: 同學呀，咁我地就開始依個點解要補英文嘅一個訪談啦，好嘛？咁我收到你依個訪談前問卷呢，你就話你喺初中嘅時候就有一對一補習，嗰陣時係唔係補一對一嘅英文科補習呢？

Harry: 係呀。

Benson: 補咗幾耐度呀？

Harry: 一年度啦。

Benson: 咁點解去到中四嗰陣時就轉咗去大型補習社度補習呢？

Harry: 因為我覺得佢唔夠針對性、唔夠針對呢個考試囉。

Benson: 咁可唔可以闡述一下？

Harry: 即係嗰陣一對一，係可能我同佢一齊睇一本書，跟住一邊睇，佢就一邊同我解釋 d Vocab 呀啲類嘢啦；咁去到大型英文補習社，佢就會可能會攞份英文 Past Paper 出嚟同你解釋下，點解依條題目要咁樣做，就比較貼切 d 個考試囉。咁我覺得對我考試嘅成績會有好大嘅幫助囉。

Benson: 咁我喺你份訪談前問卷就見到你最近一次英文科校內就嘅成績係 Level Three。咁你唸住補完英文之後會攞到 d 咩嘅成績呀？

Harry: Level 四至五啦。

Benson: 咁攞到 Level 四至五又有 d 咩作用呢？

Harry: 可能係幫助自己將來升學用途。

Benson: 咁你喺 DSE 之後有無唸住讀咩科嫁？

Harry: Engineering 囉。

Benson: Engineering 係邊間大學嘅呢？

Harry: 中大。

Benson: 咁中大 Engineering 通常喺 DSE 收幾多分呀？

Harry: 可能 24-25 分。

Benson: 即係平均每科要幾多分呀？

Harry: Level Five。

Benson: 咁你第時唸住做 d 咩呢，即係事業方面？

Harry: 可能係警察嗰類囉。

Benson: 咁你有無唸過補完英文之後會點樣幫到你做到警察呢？有冇關係嫁？

Harry: 唔算好大。英文成績都主要係 For 升學嘅姐。

Benson: 咁另外你依家係補梗邊位英文補習導師？

Harry: Ken Li。

Benson: 咁你最初點解會補 Ken Li 嘅？

Harry: 因為其中一點係同學推薦啦。咁另外我比較信賴依個補習社啦。

Benson: 點解呢？

Harry: 因為我覺得依個補習社 Pro d 囉。

Benson: 點樣 Pro d 呢？可唔可以解釋一下？有 d 乜嘢會令到你有咁嘅感覺呢？

Harry: 多 d 學生啦。

Benson: 你點樣知道佢會有多 d 學生呢？

Harry: 睇得出嘅。即係你睇佢出面排隊，依度會睇到一排人嫁嘛，你睇到依個補習社明顯係多 d 嘅。

Benson: 咁你朋友係點樣介紹 Ken 俾你聽嫁？佢補完之後有咩感覺呀？

Harry: 成績好咗囉。

Benson: 成績好咗所以你就跟住補啦。咁你係唔係同你朋友一齊補習嘅呢？

Harry: 咁又唔係㗎。

Benson: 咁又唔係，即係你自己去補？咁點解唔一齊補呢？

Harry: 時間就唔到。

Benson: 咁係喺唔同嘅班上 Ken 嘅堂？

Harr: 即係一個禮拜有唔同嘅班嫁嘛，咁我地嘅班唔同囉。

Benson: 明白嘅.....咁另外又點解唔揀遵理嘅其他導師呢？

Harry： 因為.....無嘞，好直覺個嘞，直接就揀個嘞。

Benson: 咁你又想透過補 Ken 強化 d 咩技巧呀？

Harry： 可能係 Exam 嘅 Skills 囉。即係可能分析條題目點樣做呀，咁點樣答會高分 d 咁樣囉。

Benson: 咁你講到 Skills 啦，咁可唔可以話學習應試技巧係你補 Ken 嘅最重要因素呢？

Harry: 係。

Benson: Okay.....咁講到 Skills 呢，其實我哋 DSE 都有分開四份卷嫁嘛，Reading，Writing，Listening 同 Speaking。例如話 Reading 啦，日校老師有無教 Skills 嘅呢？

Harry: 比較少，佢通常都係同你做練習，做完之後就同你解釋，講返個答案，但係無實質嘅 Skills 喺度囉。

Benson: 咁佢有無解釋㗎？

Harry: 你講日校老師？係呀。會解釋。

Benson: 咁詳唔詳盡？

Harry: 都詳盡嘅。

Benson: 咁你會唔覺得依個會唔係令到你補習嘅其中一個因素呢？

Harry: 其中一個囉。(點解呢？) 因為大型補習社會有實質嘅一套嘢、有個名，即係嗰 d 技巧 咁。咁對於我依 d 數學人嚟講比較易掌握囉。

Benson: 咁日校老師係點校教 Writing 嫁？

Harry: 無㗎，叫你作囉。

Benson: 係幾時做？

Harry： 堂上作，跟住就改返俾你。

Benson: 咁作文多唔多課後練習㗎？

Harry: 課後練習 Writing 嚟講就無。

Benson: 咁老師俾嘅 Comment 詳唔詳盡先？

Harry： 唔.....嘛嘛。

Benson: 點樣嘛嘛地呢？

Harry: 佢淨係會講，例如係離題呀，或者話咩 Vocab 用得唔 夠好，但係又無乜實質 嘅 例子。

Benson: 咁依個係唔係令到你去補習嘅一個原因呢？

Harry: 依個都係嘅。

Benson: 點解呢？補習社又點樣做到一 d 日校老師做唔到嘅嘢呢？

Harry: 補習社即係佢會解釋返條題目應該點樣作呀，可能會教你 點樣畫 d 腦圖呀、Mind-map 呀，幫助你去作文，同埋俾 d Experience 你囉，即係你可以接觸到課堂以外嘅題目，多 d Experience，咁咪對將來作文都有幫助囉。

Benson: 咁技巧方面呢？你頭先話技巧好重要嫁嘛。

Harry: 佢可能會有幾句咁樣俾你肯定，咁就可能多數作文都會用到咁囉。

Benson: 咁 Listening and Integrated Skills 日校老師有冇教 Skills 嫁？

Harry: 日校通常都係做完就對答案。

Benson: 咁有無解釋㗎？

Harry: 有，都有解釋。

Benson: 咁你覺得詳唔詳盡？你覺得幫唔地到你？

Harry: 都幫到，我覺得 Listening 同大型補習社差唔多。

Benson: 咁即係依個就未必係你去補習嘅成因啦？

Harry: 係啦。

Benson: 咁但係補習社會點樣教嘅呢？

Harry: 補習社佢都係逐條逐條教囉。即係可能解釋完嗰條問題之後就比嗰一 Part 嘅錄音俾你聽，咁聽完之後就解俾你聽點解嗰個係答案咁囉；但係日校就一份卷咁樣做嘅、成份卷咁樣做。

Benson: 咁 Reading、Writing 同 Listening 嘅學校都係成份做啦，咁你覺得成份卷咁樣做會唔會俾起分題型咁樣做會有咁好？

Harry: 會呀，即係吸收嘅嘢會唔同 d 囉，例如你長時間做同一樣嘢，咁吸收咪易 d 囉。

Benson: 咁 Speaking 呢？

Harry: Speaking 嚟講日校又係俾 d 題目你，可能四個人做咁樣啦，但係補習社可能有幾套，例如點樣開場白有幾套嘢，結尾又有幾套嘢，叫你背咁囉。

Benson: 係，咁你覺得日校好 d 定係補習社好 d 呢？

Harry: 咁我覺得日校好 d，因為日校實質有得做囉；相反大型補習社就無依樣嘢囉。

Benson: 即係增進 Speaking 技巧都唔係令你去補習嚟一個因素啦，可唔可以咁樣講？

Harry: 可以咁講。

Benson: 咁你日校就用英文教英文啦；咁 Ken 就用廣東話為主㗎嘛，咁日校老師用英文教英文你會唔會有時聽唔明？

Harry: 會呀，佢解釋完個字之後我都唔知個字點解囉。

Benson: 你有無舉手啖佢解釋返俾你聽呢？

Harry: 通常唔會嘅。

Benson: 點解呢？

Harry: 因為係一班人面咁樣好尷尬嫁依 d 嘢。

Benson: 咁去到補習社呢？

Harry: 補習社都唔會，只係睇錄影，無問嘅機會。

Benson: 用中文解會唔會易明白 d 呢？

Harry: 會呀。絕對會呀。

Benson: Okay...咁如果你喺補習社度有嘢唔明你會點做？

Harry: 無呀，抄低自己返去搵囉。

Benson: 咁教學語言嘅差別係唔係令你去補習嘅一個因素？

Harry: 係呀。

Benson: 可唔可以闡釋少少呢？

Harry: 即係用中文教英文會令我易 d 吸收囉。即我係可以將嗰堆英文譯返成中文再做囉，就會易 d 囉。

Benson: 即係令你易 d 去學習到 d 技巧啦，可唔可以咁樣講呀？

Harry: 係呀。

Benson: 咁我又想問你一個人去補習啦，咁 Ken 上堂教書有無趣嘅呢？

Harry: 還可以啦。

Benson: 咁你覺得相比起日校嘅課堂氣氛呢？

Harry: 日校嘅上堂氣氛都係同學同同學交流囉；但喺補習社我哋就唔會交流囉，就淨係睇個 Video 囉。

Benson: 咁樣講係唔係日校個課堂氣氛會好 d 呢？

Harry: 但係日校嘅課堂氣氛會令到自己唔專心囉，因為可能俾同學引誘可能傾吓計呀，咁就無咁專心咁樣囉。

Benson: 咁依個係唔係令你唔去補習嘅一個因素呢？

Harry: 少少啦

Benson: 即係都唔係咁重要？

Harry: 係呀。

Benson: 咁另外你同英文科老師嘅關係係點嫁？

Harry: Okay 呀。

Benson: 咁都唔會話因為同佢關係唔好所以去咗補習啦？

Harry: 唔會唔會。

Benson: 咁另外我又問返一 D 家庭層面嘅問題囉，咁你呀爸就中學畢業而你呀媽就小學畢業嘅。

Harry: 係。

Benson: 咁佢哋喺你小學嘅時候有無教你英文呢？

Harry: 比較少，通常都係我自己嚟。

Benson: 咁你呀爸呀媽其實點睇呢個補習嘅？

Harry: 好事嚟嘅。

Benson: 係呀爸定呀媽講？

Harry: 兩個都講。因為自己喺屋企好難溫書㗎嘛；咁但係如果去到補習社嘅話，就有個機會

可以學習吓囉。

Benson: 咁平時 d 補習學費係邊個俾㗎？

Harry: 呀爸俾。

Benson: 咁另外你喺訪談前問卷話你有個兄弟㗎嘛，係呀哥定細佬㗎？

Harry: 細佬。

Benson: 咁佢依家讀梗幾年班？

Harry: 小六。

Benson: 咁佢有無補習？

Harry: 有，但唔係大型補習社。

Benson: 咁你會唔會覺得因為你屋企多咗個細佬所以分薄咗你嘅補習學費呢？

Harry: 唔會。

Benson: 點解呢？

Harry: 仲負擔到。

Benson: 咁你呀爸呀媽有無聽過佢哋自己 d 親戚朋友講補習依樣嘢呢？

Harry: 有呀。即係我呀媽話去補習嗰個人好勤力，可能我 d 堂表哥咁樣呢，日日去補習好勤力咁樣囉。

Benson: 咁你覺得依個會唔會係你呀媽支持你去補習嘅一個因素呢？

Harry: 會呀。

Benson: 點解呢？

Harry: 因為佢會叫我去補多 d。

Benson: 咁你喺訪談前問卷亦提到朋輩亦會為你提供學術支援，佢哋係點樣為你提供學術支援呢？

Harry: 通常係 d 同學囉，咁有時上堂唔明咪問下佢囉。

Benson: 咁佢哋解唔解答到你嘅問題？

Harry: 解答到。

Benson: 咁另外我想問嘅係，我地中國傳統社會成日講“學海無崖，唯勤是岸”你覺得依種社會風氣會唔會令到你或者你身邊嘅人都想補多 d 習呢？

Harry: 會呀。

Benson: 點解呢？

Harry: 可能我呀媽就會覺得你梗係要補習多 d 啦，因為補習多 d 之後咪高 d 分囉，咁勤力 d 咪會高分 d 咁囉。

Benson: 跟住呢？

Harry: 跟住就入大學囉。咁入到大學佢又話可以搵到份好工個類嘢囉。

Benson: 佢係咪成日講？

Harry: 係呀，成日都講㗎。

Benson: 咁你自己想唔想擺高分 d 呢？

Harry: 想，梗係想㗎啦。

Benson: 咁我又想跳返去去問，咁你就話補習社會教一 d Skills，咁我想問下補習社會唔會教一 d Vocab 或者 Sentence Patterns 㗎？

Harry: 有呀

Benson: 咁佢會點樣教？

Harry: 佢會擺篇文章出嚟，同我哋解晒成篇文章囉。跟住就會叫我哋問低 d Vocab 咁樣囉。

Benson: 咁你覺得佢 d Vocab 有無用？

Harry: 有呀，佢 d Vocab 好貼切，好日常生活囉。

Benson: 咁日校呢？日校你哋唔係要做剪報嘅咩？

Harry: 但係剪報通常都係 d 好奇怪嘅 Vocab 嚟個㗎，即係可能做 d 咩自殺個 d 呢，d Vocab 會好專業囉。

Benson: 咁 Ken 呢？佢教 d Vocab 唔係都係同時事有關嘅咩？

Harry: 我覺得 Kenneth 個 d 比較易用 d 囉。

Benson: 咁你會唔會用返嚟日校作文度㗎？

Harry: 會呀；但相反 News Cut 唔會囉。

Benson: 咁日校嘅教材方面，佢係用乜嘢嚟教你嘅呢？

Harry: 出面買嘅書囉。

Benson: 係全級都要用嘅？

Harry: 係。

Benson: 咁平時有無額外嘅筆記咁？

Harry: 有。

Benson: 咁 Writing 呢？

Harry: Writing 都係學校自己出嘅。

Benson: 咁 Reading 同 Listening 方面你對學校本書有 d 咩嘅 Comment 先？

Harry: 還可以啦，我都有嘢唔識、都學到嘢嘅。

Benson: 咁你覺得同補習社有咩唔同？

Harry: 補習社 d 題目有針對性 DSE d 囉。

Benson: 咁點解你覺得日校無咁針對 DSE d 呢？

Harry: 因為.....個模式都唔同。(個模式點樣唔同呢?) 即係補習社佢係 Based on 個 DSE 去俾 d 練習你做㗎嘛；咁日校可能剩係幫你, Improve 吓日常嘅 Vocab 咁樣囉。即係可能補習社嗰 d 呢佢會 Base on DSE 嘅, 題目改少少，跟住就叫我地做啦，可能佢可能會有一句“改自 DSE”邊年嘅題目；咁但係日校冇 d 咁嘅嘢啦。

Benson: 咁依一個係唔係引致你去補習嘅一個因素呢？

Harry: 係呀，咁我讀書都係為咗 DSE。(咁然後呢?) 咁我梗係想做 d 嘢貼切 d DSE，咁我遲 d 咪會易 d 做咁樣囉。

Benson: 咁我想問埋呢，因為日校老師都要幫你地改 Integrated Skills 嗰篇長文㗎嘛，咁日校老師係點樣做㗎？

Harry: 佢咪數 point 囉。數完 point 佢就同我地講無咗邊個 Point 咁樣囉。

Benson: 咁你仲有無其它嘢要補充呢？

Harry: 有呀。咁就大型補習社 Reading 都會教我 d 題目要順住落嘅，即係你可能唔會第四條講梗第五段，但係第三條就講返第七段咁樣囉；但係日校就無講依樣嘢囉。

Benson: 咁無講依校嘢會唔會喺一個問題令到你去補習呢？

Harry: 會呀，咁我做卷會易 d 囉，如果我知道咗依個 skill 之後，因為我見到個題目嘅時候可以收窄個範圍囉，就會大約知道喺邊幾段囉，就唔會漫無目的咁樣搵囉。

Benson: 咁平時日校老師行除咗俾練習你地之外，平時多唔多課堂活動㗎？

Harry: 有睇電影呀！（咁多唔多先？）唔多，主要都係跟書教。

Benson: 咁請問你仲有無嘢要補充呢？

Harry: 無。

Benson: 咁多謝你今日接受訪問啦。

Appendix J: Interview Transcript of Lily (Chinese Version)

Benson: 訪問者

Lily: 受訪者

Benson: 呀同學呀，咁我地今日就開始返依個點解要去補習嘅訪問啦。咁你都交咗訪談前問卷俾我嫁嘛。（係呀係呀。）咁我呢就見到你話小學嘅時候就參與咗小組補習，咁係補英文定係其它科都有補呢？

Lily: 英文同其它科都有補，但係英文有一個就係綜合補習嘅；而有另一個就係特登出去就咁補英文。

Benson: 咁點解你依家去咗大型補習社補英文嘅？

Lily: 咁因為其實我去到中學就有再補任何習，然之後去到高中中四先開始補返大型補習社英文，之後我同學就話有一個補習老師都唔錯，有一個大一年嘅師兄佢補咗之後嘅英文上就進步咗好多，咁之後又覺得都好似幾吸引㗎，就一齊補啦，咁而因為佢係舊生，咁所以就會有以舊帶新嘅優惠，咁大家都可以享用依個優惠，咁我就去咗補習喇。

Benson: 咁即係第一就係朋輩俾咗 d 鼓勵俾你。（都係。）咁你覺得平咗都係一個好重要嘅 Point 㗎，係唔係？咁你覺得依兩個因素邊個比較重要少少呢？

Lily: 其實我覺得都係朋輩嘅鼓勵啦。（點解呢？）因為佢鼓勵嘅內容就係話成績可以有進步啦。跟住我就覺得好吸引，因為我覺得我嘅成績可以更上一層樓咁樣。所以就選擇咗去補大型補習社。而我之前都無補過大型補習社嘅。

Benson: Okay...咁我想問下你係補邊位大型補習社嘅導師呢？

Lily: May。

Benson: 咁點解你最初會揀 May 唔揀其它嘅導師嘅？

Lily: 因為我朋友就話 May 嘅風格係生動有趣嘅。佢講嘅英文好日常語，好生活化嘅。咁另外就係學更多關於日常用語個 d。因為我覺得學語文，因為我由細到大屋企都灌輸我學語文唔只係為咗成績，而係生活上可以對答如流得好好咁樣嘅。咁所以由細到大我都有依個好根深蒂固嘅唸法，覺得如果佢係一個比較生活化嘅老師嘅話，咁我就會學多 d 有關生活化嘅用語，咁去到將來職場上或者唔同嘅環境都可以應用到。

Benson: 咁如果你學多 d 生活化嘅用語唔係應該報多 d，例如 British Council、Wall Street 嘅英文課程咩？

Lily: 因為首先係地理因素啦：我屋企就喺北區，可以比較遠先有 British Council 個 d 啦；咁另外就因為佢地嘅學費都唔平嘅；但係 May 就係\$520 一期四堂，咁我覺得都比較合理囉。

Benson: 咁你除咗話想透過學多 d 日常生活用語之外呢，你話係喺職場都有幫助㗎。咁你係講梗

同人溝通方面定係邊方面可以幫到你呢？

Lily: 因為我想做體育管理學嗰 d 嘅，咁而喺外國嘅發展空間比較大。咁可能如果英文比較流利都係人地考慮聘請你嘅因素啦。咁我想讀嘅係管理學嗰 d 啦，都要有好多同人交流，咁如果言語不通嘅話就會阻礙到我嘅工作，咁所以就覺得如果係自己年紀細嘅時候學好 d 英文嘅，將來就會比較優秀囉。

Benson: 咁好多時 d 人話補習係唸住囉高 d 嫁嘛。咁你有冇咁嘅唸法嫁？

Lily: 絕對有嘅。咁講真我都想讀大學嫁嘛。咁如果讀大學，我英文好又拉高 d 個分嘅，咁就更加大機會入到心儀嘅學系囉。

Benson: 咁你想讀邊間大學或者想讀咩學系呢？

Lily: 咁我就唔係話想入港大中大嗰 d。我係一個比較著重科目嘅成績。佢嘅教學內容咁，因為我想讀運動管理，咁香港就剩係得浸會大學嘅 PERM 讀囉，就係讀體育嘅。

Benson: 咁佢地要求嘅英文嘅 Grade 要幾多呀？

Lily: 其實就有乜特別要求嘅，3322 嘅姐。但係因為佢嘅平均分都係廿一點幾，咁我計過最好有四或五就穩陣囉。

Benson: 咁你而家喺學校最近一次係英文嘅成績就係 Level Three。我想問下呢個 Level Three 係唔係對等返係出面嘅 Level Three？個制度係點嫁？

Lily: 我估係對等返出面個成績都係 Three 頭囉，因為我嗰個分係同 Level Four 好接近嘅。

Benson: Okay...咁你有冇話唸住透過英文科補習係令到你英文科成績係再上一層樓定係 Keep 住依家個水平就 Okay 呢？

Lily: 絕對係想愈高愈好啦，咁冇人想停留嘅，我就想進步嘅。

Benson: 咁你覺得日常生活同考試邊一個方面對你嚟講，喺補 May 嘅過程係比較緊要呢？

Lily: 可能我嘅唸法比較特別啦，我覺得對生活嘅過程係比較緊要嘅。咁因為日校方面比較填鴨式啦，咁始終日校會有 d 英文科學嘅課程，例如 Grammar 要五月前就教晒依個範圍啦，可能老師就會比較匆忙咁樣啦，好少話教英文嘅日常生活嘅運用咁啦；咁但係 May 係比較生活化嘅，佢會平時討論一 d 時事嘅，可以令我去用英文去學一 d 時事用語嘅話，我覺得會更加幫助到我將來嘅工作。咁老實講，讀書都係為咗將來嘅工作。如果我只係攞咗個唔錯嘅 Grade，但係好快就比返咗 d 老師啦，咁其實都可能係冇最終嘅用途。

Benson: 咁我呢個位又唔係好明㗎。咁你係訪談前問卷就話你上補習班係每星期一小時十五分鐘啦。咁學校 d 堂應該一個禮拜都有四五個鐘或者更多，咁但係點解你反而好似講到日校比較填鴨式呀，更加匆忙，唔係應該補習社喺最短嘅時間入面塞最多嘅知識俾你聽咩？

Lily: 好，咁我先講學校先啦。咁日校嘅老師都有唔同嘅事務要做。即係就例如要同同學收功課呀，可能有時同學做錯嘢又要鬧半堂咁嘅，可能佢就會更多一 d 班務上嘅嘢要處理啦，變相可能教學嘅時間就會縮短咗；而學校亦都會有一 d 紀律上嘅束縛啦，令到學生一定要交功課；但係個質素又唔係咁好，同樣老師都可能會因為時間缺少啦，然後教學都可能會有所偏差啦；咁補習社嗰度雖然話就話係補一個鐘頭零三個字啦，但係佢有一個好大嘅團隊去幫助佢啦。就例如 May，佢都會請一 d 唔同嘅老師呀，退休咗嘅老師呀，外國人去幫手制定佢嘅教材。所以就更加會幫我地將要學就嘅知識佢會濃縮咗佢嘅，之後喺一個鐘頭零三個字入面去俾我地囉。而且，佢唔只係得課堂上嘅學習，亦都會有課餘時候嘅學習，例如一 d Oral Practice 呀、Listening Skills 呀，又或者有一 d 網上嘅練習就你自發性咁樣去做。我就自問都係一個有自發性，求學性強嘅學生啦，咁所以我都去到做佢嘅功課。我覺得就會更加進步囉。

Benson: 咁學校 d 老師佢地唔會自製教材俾你地嘅咩？

Lily: 其實就比較少囉，因為老師都非常忙啦。而且都講過要有唔同嘅事務要處理，所以管理層嗰方面亦都有嘢要處理嘅，咁我就唔清楚啦，咁所以多數都會用一 d 大型出版社嘅習作本呀，或者係一 d DSE 嘅 Past Paper 俾我地做嘅，好少話去解題呀咁樣。

Benson: 咁一 d 大型出版社嘅練習同 Past Paper 又有咩分別呢？

Lily: 但係 May 嗰邊就會多一 d 自製嘅教材，例如依家唔同嘅時事現況，俾一 d 英文報紙俾我地睇呀，去理解一 d 新嘅詞彙；咁但係學校嗰 d 可能因為佢出版嘅時間就比較早啦，咁依 d 突發嘅嘢都唔可以話即刻教到我地嘅咁樣。咁因為而家 DSE 都係趨向講一 d 時事議題啦，咁如果日校咁樣講少 d 依 d 即時性嘅議題，就可以會令學生輪蝕咗。

Benson: 咁依個係唔係令到你去補 May 嘅一個因素嚟嫁？

Lily: 都會係嘅。因為我知道佢嘅團隊係非常之優秀，而且佢有多年嘅教學經驗。

Benson: 咁你覺得學校嗰份練習嘅深淺程度係點呢？

Lily: 學校嗰份練習我覺得係非常淺，特別係 Reading。咁依 d 好難話會出返同一份嘅。而我覺得雖然佢話自己嘅程度係 B2，即係 B2 係比較難嗰份嚟嘅，但係我覺得就唔及 DSE 個難度囉。

Benson: 咁依一個會唔會係令到你想去補 May 嘅一個因素呢？

Lily: 都會係。(點解呢？) 因為 May 佢係會因應學生唔同嘅程度。有 d 學生係比較想補底嘅，咁佢就會俾 B1 嘅練習俾 d 學生，即係俾學生自己揀嘅。然後就可以因應自己嘅程度，其實都富有彈性嘅咁樣囉。

Benson: 咁掉返轉嚟講，你會唔會覺得日校個老師就有乜彈性，同埋照顧唔到唔同學生嚟程度呢？咁你又話學校教得比較簡單，其實你會唔會覺得日校老師係唸住照顧 d 程度比較底嘅同學，而照顧唔到你或者一 d 比你程度更加高嘅同學呢？

Lily: 係呀，因為我覺得學校想去補底多 d，而唔係想去到改進囉。即係有時老師都會叫我地『唉，不如揀 B1 啦！』咁樣。我覺得有 d 奇怪囉，因為我覺得老師應該要去改進學生嫁嘛。但係佢只係想學生停留喺依家有嘅水平。

Benson: 咁另外呢，你係訪談前問卷提到，你學校嘅主要教學語言係英文啦；而補 May 個時嘅主要教學語言呢係廣東話。我想問下呢一種語言嘅差別呢，有冇令到你覺得補習社用中文教英文會比較吸引 d 呢？

Lily: 我覺得會比較吸引 d。即係例如一 d 講梗重點嘅，例如係 Skills 個 d 呢，佢就會用一 d 生活嘅笑話去教我地。如果用廣東話你就會覺得份外親切啦咁樣，亦都唔會話唔理解老師講嘅嘢囉；但係因為我地學校依呢家就係用英文教授啦，咁有一 d 重點嘅 Points、我地又唔係好識 d 字，咁老師又講得好快，咁我地就唔會再問或者係理佢所講嘅嘢。

Benson: 咁我都想問清楚呢，你唔理嘅原因係咩呢？

Lily: 因為佢講個 d 嘢唔係太實用。佢講 d 比較 Theory 嘅嘢，即係例如呢個點用呀咁，但係我地就好難話喺 DSE 撞呢隻字嘅。就反而如果佢係教我地一 d Skills 嘅，例如可能你見到依種題型，你就喺嗰一段間一 d 字，即係假設咁啦，就會更加幫助我地囉。

Benson: 即係講梗學校個問題係佢會直接同你講個字點解，或者 d 文法嘅結構。咁你就覺得佢有教技巧，繼而就想去補 May 喇，可唔可以咁講？

Lily: 係。

Benson: 咁我再想問下你喺學校嗰個英文課堂度呢，英文堂嘅學習氣氛係點樣嘅呢？會唔會話大家一齊笑呀，或者會唔會話大家一齊上堂開心 d 呀？

Lily: 因為其實喺學校呢同學嘅程度都良莠不齊嘅。其實有好多同學想專心，但係隔離同學可以係度玩梗。咁我覺得雖然 d 人話『咁乖嘅就會乖嫁啦！』，但係我覺得始終都會受到影響，因為老師有時都會停度係度鬧佢地嘅。但係其實就好輕鬆囉個課堂氣氛。

Benson: 聽你咁講反而係學校係好輕鬆，但係又未必真係學到嘢㗎。

Lily: 係。

Benson: 咁你就講咗學校老師同補習老師嘅分別啦。咁我就想追問下囉㗎，咁你都話教考試技巧係你去補英文嘅一個好重要嘅因素啦，咁 Reading 呢 May 係點樣教嫁？

Lily: May 就會喺 Reading 教一 d 時事嘅議題啦。佢係將唔同題型分咗唔同 Parts 去教，即係例如 Multiple Choices 佢就會教你點樣去揀呀，Eliminate 咗一 d 不必要嘅嘢。咁同埋佢會教多 d 生字上嘅轉變啦，即係例如 Verb 轉 Adjective。(即係 Part of Speech 嘅轉變？) 係。

Benson: 咁日校老師呢？佢有教依 d 嘢嘅咩？

Lily: 佢剩係俾份卷你做囉。

Benson: 做完呢？做完就對答案？

Lily: 係啦。

Benson: 咁佢會唔會解釋俾你聽嫁？

Lily: 唔會。

Benson: 係因為時間不足定係因為佢本身就唔仲意解釋呢？

Lily: 我感覺到佢本身就唔太仲意囉。

Benson: 咁你如果有唔明嘅話有冇試過問佢呀？

Lily: 都有嘅。

Benson: Okay, 咁佢會點呢？

Lily: 會搵一 d 答啱嘅同學去解答。

Benson: 咁 Writing 呢？Writing 係點嫁？

Lily: Writing 佢就會同我地拆題囉，同埋教我地唔好用一 d d 人成日用嘅嘢，例如唔好用 Suggest 而去用一 d 比較靚嘅詞語去修飾一下，就加結構分呀咁樣。然後之後都會俾一 d 佳作俾我地睇，之後就去分析佢係邊度好呀。

Lily: 佢淨係會俾我地睇一 d 唔好嘅作品囉。

Benson: 點解呢？乜嘢叫做唔好嘅作品？

Lily: 例如佢會買一 d 攞 Level One, Two 嘅卷俾我地睇，然後就話『你覺得而個有 d 咩唔好呀？』嗰 d 囉。

Benson: 咁你覺得咁樣嘅教法好唔好呀？

Lily: 我覺得唔好囉，即係差嘅我地都可能係差唔多咁樣啦。咁之後我就覺得要學 d 好嘅嘢，又或者能力相若，例如俾 d Level Three, Four, Five 嘅比我地睇囉。

Benson: 咁呢個做法有冇令到你補 May 呢？因為你睇嚟睇去都係睇 d 咁嘅文，係唔係先？

Lily: 會呀，因為 May 講 d 嘢就會比較詳細啦。

Benson: 咁改文呢？兩者有乜嘢分別呀？

Lily: 咁因為日校老師可能就比較忙啦，咁佢就剩係得自己一個去改文，咁然後就會都會改得比較 ...Hea 嘅。可能就會 Tick 幾個，跟住又會交叉你幾個，好少俾 Comment 你嘅，咁但係我都交過 May 佢 d 功課啦，佢會有一個好大嘅團隊會幫佢改文嘅，咁之後會得到

好多不同嘅評論嘅，即係例如 Grammar 佢會評你啦，Content 可能佢會教返你啦，即係係嗰個改卷紙度佢會教返你，如果你依兩段要轉返可能會更加好咁樣嘅 d。

Benson: 咁其實日校老師個 Comment 會唔會係講 Grammar 特別多，Content 就比較少呢？

Lily: 都唔會，其實全面嚟講佢 Writing 都好少去解答囉，淨係會俾一 d 嘢比我地做。

Benson: 咁其實你本身係想寫多 d 好嘅 Content 多 d 呀，定係想學返多一 d Basic 嘅 Grammar 會好一 d 呢係作文方面？

Lily: 好嘅 Content。同埋佢都會有一 d Grammar 嘅練習俾我地。其實佢真係好全面嘅。

Benson: 咁 Listening 方面呢？佢地兩種教法會唔會有好大分別呀？

Lily: 都幾大嘅。因為 May 佢就會係一期四堂裡面有一堂淨係講 Listening and Integrated Skills 嘅。即係佢就會搵一 d 外國人去錄一 d 音，之後就會當場俾我地做一 d 簡單嘅 MC，而就會返屋企去做一 d 比較長嘅 Listening 同埋 Integrated Writing 嘅，跟住佢就會解答我地點樣去睇 Content Page 呀，之後去選材去寫你落份 Integrated Writing 咁樣。亦都會教我地有時你可能會覺得佢講得好快，可以聽一 d 英文嘅 News Report 去到改進你自己嘅 Listening Skills。

Benson: 咁掉返轉嚟講日校老師呢？

Lily: 就唔會大多依 d，即係唔會教一 d 嘅 Skills 去改進，即係佢地剩係會好傳統咁樣話『聽多 d 就會識嫁啦』之後就話要留心 d 咁樣，咁其實全世界都知要咁嫁啦。

Benson: 咁上堂嗰陣時個做法係點嫁？

Lily: 係就咁拎個 d Listening Questions 嚟做。

Benson: D Listening Question 係 Past Paper 定係教科書度嚟？

Lily: 係教科書，所以都比較簡單。

Benson: 咁 Integrated Skills 佢都要改嫁嘛，咁佢改嗰種手法係點嫁？

Lily: 嗰種手法係學生自己 Tick Points。

Benson: 咁你會唔會有時自己都判斷唔到邊個位 Tick 邊個 Point 呢？

Lily: 即係佢會再 Tick 多次嘅，但係之後就會俾答案我地自己對返囉。變相我覺得冇乜幫助。

Benson: 咁點解佢唔係佢一次過佢 Tick 晒呢？

Lily: 佢就有解釋過，總之我地由 Form Four 佢教就已經係咁嫁啦。

Benson: Okay...即係呢個都係令到你去補習嘅一個成因啦？因為你話佢講得唔夠詳盡。

Lily: 唔詳盡囉，因為可能佢自己都比較忙。

Benson: 你覺得你老師喺度忙梗 d 咩呀？

Lily: 忙梗可能係處理一 d Discipline 上嘅嘢。

Benson: 即係你個班特別多 Discipline 嘅問題啦？

Lily: 都係嘅。

Benson: 我都明白嘅。咁 Speaking 係點樣教法嫁？

Lily: Speaking 都係好自由嘅。即係就有話特定邊一日去 Oral Practice 囉。佢有時會係我地四個人一 Group 咁，課堂上面佢會俾一條題目我地做囉。

Benson: 咁做完之後呢？

Lily: 做完之後就完啦。

Benson: 做完之後就完？咁佢有冇俾一 d comment 俾你地組咁樣嫁？

Lily: 其實就有囉，因為佢都好難話一個人睇咁多組，都明白嘅。

Benson: Okay...咁依個係唔係令到你去補 May 嘅一個因素呢？

Lily: 係，因為 May 佢係上堂就唔會做依個 Oral Practice 啦，但係佢就會去搵一 d 外國人去做嘅練習去到會上載到佢個網俾我地聽返。咁亦都會安排一 d 課後嘅 Oral Practice 可以搵幾個人一齊同佢做 Oral。

Benson: 咁其實 May 個網上支援你用得多唔多嫁？

Lily: 都用得多嘅。因為我可能比較上進 d。

Benson: 咁你會唔會覺得 May 有咁多配套呢會令到你有支持你學英文嘅感覺呢？

Lily: 係。同埋喺生活上我都會用到佢所教嘅嘢，即係會運用到囉。即係會令到我有成功感囉。

Benson: 咁你喺 May 學到 Writing 個 d 字你會唔會用返喺學校嘅作文裡面呀？

Lily: 會呀。

Benson: 咁學校唔會教你 Vocab 嘅咩？有個 d Newspaper Cutting 呀？

Lily: Newspaper Cutting 剩係你自己做嫁咋，即係一齊 Cut 依篇，一齊解咁樣。

Benson: 咁你都學到 d 字囉，唔係咩？

Lily: 因為我都係唸住做功課，我都會比較快做，唔會話自己過濾下囉。

Benson: 即係你會唔會覺得 May 就有個團隊幫你篩選晒你要學嘅字，咁你就有個信心去記實個 d 字佢？

Lily: 都係，因為佢會去到衡量個個字易唔易記呀，會唔會 d 考官會欣賞呀咁樣。

Benson: 咁你就覺得日校老師做唔到呢點？

Lily: 我覺得係，因為佢真係忙嘅。

Benson: 咁我問返一 d 家庭層面嘅問題囉。咁你喺訪談前問卷就話呢呀媽呢就有個學士學位啦；咁你呀爸就係中學畢業嘅。你喺問卷亦都提到平時家人就會為你提供英文科嘅學術支援嫁嘛，咁其實係你呀爸定呀媽理你嘅補習事務多 d 呀？

Lily: 我呀爸就唔會太理我學習上面嘅嘢嘅。因為我呀媽係一個比較心思細密 d 嘅人。我呀媽就會俾一 d DSE Past Paper 俾我做，又或者係佢朋友仔女嘅 Mock Test Paper 就會俾我，因為佢朋友 d 仔女都會係區外嘅學校(即係出名 d 嘅?) 可以係咁講嘅。然後學校就可能難 d 搵到依 d 資料同資源。

Benson: 咁你呀媽俾個 d DSE 嘅題目。咁同 May 俾個 d Past Paper 有 d 咩分別？

Lily: 咁其實我呀媽主要俾 Mock Test Paper 我，但係佢就係成份嘢俾我，跟住我就要成份自己睇個 d；但係 May 就會詳盡解釋下呢份嘢點呀。

Benson: 如果你做完 d Mock Test Paper 有唔明你會問邊個呢？

Lily: 我反而會問返日校老師。(佢好簡單咁樣答?) 都係嘅。

Benson: 另外呢，你呀爸呀媽就住補習有冇講過 d 乜嘢呀？

Lily: 都有，因為淨係會同我講如果有需要就要補啦。即係唔會話俾特別限制我嘅。

Benson: 咁都係佢地俾錢嫁啦 d 學費？

Lily: 係呀。

Benson: 咁另外你又話你 d 朋輩會教你英文㗎，係乜嘢朋輩呢？

Lily: 係其它班嘅、學習成績比較好嘅朋友我都會請教，即係佢又唔會特登主動教我嘅，但係如果我有唔明白佢地都會好詳盡咁解釋俾我聽。即係例如我做梗 Reading Paper 咁，就有題唔識㗎，咁佢地都會好友善咁樣解答我囉。

Benson: 咁我又想跳返去學校層面先，有個 Follow-up Question 就係，你會唔會覺得你個班嘅同學實在有太多 Discipline 或者佢地太 Hea 就令到你有種危機感呢？

Lily: 其實都會，因為我覺得我個班 d 同學係一半一半啦，有 d 同學真係會認真讀書嘅，雖然成績唔係非常好，但係有一半係淨係玩呀咁樣囉。

Benson: 即係你覺得咁樣去考 DSE 都唔係咁好？

Lily: 係呀，因為 DSE 都仲差幾分先入到我心儀嘅學系啦，即係由考嗰個 Grade 嚟睇，咁擺高好過擺低呀。

Benson: 其實英文個 Grade 進步對你嚟講係咪好緊要呢？

Lily: 都係嘅，咁但係即係我補英文唔係淨係想學業成績好嘅，我真係想生活上用到嘅，因為我覺得英文係實用嘅一科。

Benson: 咁最後我想問埋呢我地中國呢成日講功名呀嗰 d 嘢，你覺得咁樣有冇影響到你去補多 d 習呢？

Lily: 咁我就唔係好覺得傳統嘅社會觀念會影響到我嘅，因為我都係自己去唸，又有話特別去唸其它嘢。即係為我嘅工作而唸。其實就係一步一步咁樣唸，即係第一步係要入到嗰個系嘅，都要有好嘅成績，咁就一步一步咁樣去唸囉。

Benson: 咁你有冇其它嘢要補充呢？

Lily: 應該有嘅。

Benson: 有嘅...咁今日好多謝你接受訪問啦。

Appendix K: Interview Transcript of Wallace (Chinese Version)

Benson: 訪問者

Wallace: 受訪者

Benson: 同學呀，咁我地依家開始點解要補英文嘅訪談啦，好嘛？咁我睇過你嘅訪談前問卷啦，你初中同小學嘅時候就去一對一補習，咁剩係要補英文定係其它科都有補嘅呢？

Wallace: 淨係補英文。

Benson: 咁點解依家又變咗去補大型補習補嘅？

Wallace: 係因為係初中嗰陣時第一就係我父母就識得一 d 人啦，所以就介紹咗嗰 d 人俾我，幫我一對一咁樣補啦。咁但係個問題係喺初中一對一補完嗰時發現其實當中嘅成效唔係太高啦，咁所以跟住就有補啦。咁跟住問題係之後我發現自己 d 英文成績又有乜點樣進步啦，就唔係太好。咁跟住就我嘅父母就催促我去補一 d 大型補習社啦，因為佢地就聽講佢地有 d 同事嘅子女都有補一 d 大型補習社，同埋聽佢地講，話佢地子女 d 成績係有進步嘅，咁所以都催促我去試下補依 d 咁嘅大型補習社囉。

Benson: 咁其實係你呀媽 d 同事特登同佢講定係你呀媽走去聽佢地講 d 子女點點點呀？

Wallace: 係我呀媽去問佢地嘅。

Benson: 咁我又想問你依家係補梗邊位補習導師呢？

Wallace: Tommy Chan。

Benson: 咁你呀媽同事 d 子女係補 Tommy Chan 定係補其它導師嘅呢？

Wallace: 佢地係補其它導師嘅。

Benson: 咁最初你點解要揀 Tommy Chan 而唔補其它人呢？

Wallace: 咁首先啦，一開始嘅時候其實我本身唔係太想去補啦，但係問題係我呀媽就好想我去補。咁所以一嚟為咗應付，二嚟都覺得不如都算，試下啦。咁但係我嗰陣時又有問其它人邊個好，自己又唔係太清楚邊 d 補習社或者邊 d 補習導師比較好啦。咁跟住見到 Tommy Chan 佢個時間表都 Okay 啱我，又唔會大晏又唔會太早，而且佢嗰補習嘅地點又唔會係太遠，咁跟住就揀咗 Tommy Chan 啦。

Benson: 咁點解你唔揀其它導師呢？

Wallace: 因為嗰時其它導師有 d 地點又好遠，有 d 就好晏啦，同埋嗰陣時其實又唔係太清楚咁就隨便啦。咁睇落去個樣又比較順眼。老實講又無乜點解 d 章程啦，咁所以就揀咗佢。

Benson: 我睇你訪談前問卷你由中三都補到佢依家，都補咗好耐㗎，咁但係點解你會繼續補佢嘅

呢？

Wallace: 一嚟就係我嘅父母好希望，就佢地一直認為佢地 d 同事、朋友嘅子女就個個出去大型補習社就好似補得幾好咁，咁就想我繼續去補依 d 大型補習社啦，咁就一嚟就叫做應付啦，咁所以就繼續補落去囉。

Benson: 咁除咗應付之外你仲想透過補英文擺到 d 咩返嚟呀？

Wallace: 我希望透過大型補習社就可以學到一 d 答卷嘅技巧，無論係 Reading，Writing，Listening 之類就擺到一 d 技巧啦。咁另外亦都希望從補習入面可以學到多 d 嘅詞彙。

Benson: 你話想學多 d 技巧，咁日校教唔教技巧嘅先？

Wallace: 日校技巧係有教，但係就教得好唔足，同埋通常就多數係咁俾練習呀，Past Papers 俾我地做，但係就好少針對講，就純粹對完答案就算數囉。

Benson: 咁你頭先就話日校會俾練習同 Past Paper 啦，咁 d 練習係咩練習 嚟嫁？

Wallace: 有 d 就係坊間嘅練習嘅 Exam Practice 啦，有一 d 係 Past Paper 就俾我地做囉。

Benson: 咁俾 Past Paper 定 Practice 多 d？

Wallace: Practice 多 d。

Benson: 咁 Past Paper 俾少少定係點？

Wallace: 通常都係考試前兩三個禮拜就會做一份。

Benson: 咁即係你上堂嘅時候都係做返坊間 d Practice？

Wallace: 係。

Benson: 咁你又話想學多一 d 字啦，咁你學校又有無剪報嫁？佢英文堂點都會教你 d 字？

Wallace: 係有剪報同埋所謂嘅 Vocab Book 啦，就依 d 其實係好強制性，同埋強制性得嚟學到嘅英文又唔算太多囉。通常依 d 都係為咗應付就算，就有本身去學英文詞語嘅意思囉。

Wallace: 例如佢會講一篇文章出嚟，佢會擺一 d 例子，即係某 d 情況。例如嘅作文裡面係有用到，大概講返出嚟。佢會針對住個字去講一 d 詳細 d 嘅解釋，但係學校個 d 就純粹要你去做功課，Mark 低，自己解釋完就算囉。

Benson: 咁你呢頭先又有講到技巧㗎，即係補習社同日校嘅分別係唔係一個就好多技巧，一個就好少技巧先？

Wallace: 日校通常就俾咗份嘢俾你做，好強調做得多就會有好成果，咁但係做完，對完，好多時就咁就算嫁啦。最多就大概同你講講邊 d 字咁樣囉。但係其實好多時對完答案就有咗一

回事；咁但係補習社佢通就會針對一篇文，然後就會擺入面 d 題目嚟講，講返面對住依 d 題型有 d 咩方法，或者對住有一 d 嘢你係唔識嘅，你用 d 乜嘢方法去令到你嘅正確率會高 d 咁，會教一 d 實質 d 同有用 d 嘅例子同埋技巧出嚟啦。

Benson: 咁補習社有冇解返 d 答案俾你地聽嫁？

Wallace: 補習社係有嘅，佢仲會問返你 d 字係篇文度會有 d 咩解釋咁啦。咁佢首先就會畫返低，即刻講返，佢會用個投影機同你齊做，一路對咁樣啦。然之後佢講完依個字、講完答案之後佢亦都會講返依個字可以點用，從而其實係對答案嘅同時即係知道點樣做，同時亦都可以學多好多嘢。

Benson: 你係依度就講到兩者嘅教學風格有咩分別㗎。咁你係訪談前問卷都講咗啦，你係學校英文就用英文教，咁補習社就會用廣東話講，係唔係？(係。)咁你會唔會覺得日校用英文教你聽唔明呀？

Wallace: 有 d 係會聽唔明，但係大致上其實係 Okay 嘅。

Benson: 咁即係依個都唔係令到你去補習嘅一個成因啦。

Wallace: 係。

Benson: 咁但係掉返轉嚟講，你會唔會覺得補習社教 d 嘢會易明 d 呢？

Wallace: 易明 d 依個係嘅。因為有陣時喺學校裡面老師全部用英文教，所以有時佢講一 d 字我唔係好明白，要問返啦或者要問其他同學知唔知啦；咁但係問題係喺補習社裡面因為係用廣東話教，就明白知道要點樣做或者係要點樣，唔會唔明。

Benson: 咁你學校用嗰本 Textbook 你覺得嗰深淺程度係點呀？

Wallace: 我會覺得學校裏面果 d 喺深好多嘅，同埋係無所謂嘅指示，因為補習社佢會派一本佢自己整的教材啦。咁當然係有題目啦，咁佢 d 題目隔離就前面有教咗 d 技巧，咁就可以做個對照，咁就易明佢 d 技巧點樣用囉。

Benson: 可唔可以話你覺得補習社 d 練習易 d 係因為佢俾咗提示你呢？

Wallace: Er..... 我就覺得唔算係嘅。我覺得嘅就係佢希望 d 人透過簡單嘅文去認證返其實佢嗰個技巧係 Work 嘅。學校想同我地操一 d 比較難嘅題目；補習社就希望用一 d 比較易嘅題目去令我地去到有 d 技巧咁樣去做題目。

Benson: 咁依個係唔係令到你去補習嘅一個成因呀？

Wallace: 係。

Benson: 咁另外我想問吓呢，你係日校同同學嘅上堂氣氛係點㗎？

Wallace: 上堂同同學上堂都係集中喺學習到，但係上堂氣氛係輕鬆嘅，但係就會有個宗旨就係學緊嘢囉。

Benson: 咁即係依個亦都唔係你去補習嘅一個成因啦，因為你係唔係一個人去補習呀？

Wallace: 係呀，一個人去補習。

Benson: 咁補習嗰度有冇趣呀？咁 Tommy Chan 唔會攞 Gag 嘅咩？

Wallace: Tommy Chan 就會嘅。但係我覺得補習社有 d 唔好嘅就係補習社有時上堂個氣氛唔係好認真啦，就唔係太好。

Benson: 咁你喺訪談前問卷都提過教 Exam Skills 係你去補 Tommy 嘅一個重要因素啦。Writing 方面你有冇乜嘢要補充？

Wallace: 喺學校入面啦，個效率無補習社咁好，因為喺日校當係上堂咁有一個 Writing Exercise 俾你做啦。咁你做完之後佢通常要隔一段時間佢先會派返俾你啦；問題係補習社如果你攞咗佢個題目做完俾佢，下一堂你上堂嗰時其實已經可以攞返；另外學校喺你做完攞返之後呢，老師去解個陣時，大多數人會犯 d 咩錯然後佢就會講，同埋佢講都係一 d Tenses 呀、Grammar 呀，就有乜講 content 技巧嗰 d 嘢；咁但係問題係補習社佢就會針對你究竟有咩問題，佢就會針對你就會寫低或者講返依個就唔應該咁樣寫嘅，又或者係有一 d 更加好嘅修辭技巧點樣可以令到你文章寫得更加好 d，咁佢會詳細 d 同埋針對個人 d 囉。

Benson: 咁另外 Listening 嚟講呢，日校係唔係做完 Practice 就對答案嫁？(係。)咁補習社呢？

Wallace: 依個就其實真係差唔多。

Benson: 咁 Speaking 呢？Speaking 你點睇呀？

Wallace: 我就反而覺得日校比補習社做得好 d 嘅，咁因為學校就會叫大家分組去做小組討論啦，做完小組討論之後咁老師就會針對每一個人用張分紙去寫低每個人大概幾多分呀，有 d 咩地方係錯咗嘅，有 d 咩地方係好嘅，寫低就會俾 Comment 啦，會有一個實質嘅去睇下自己做得好唔好；咁但係如果係補習社嘅話呢，佢就無依 d 嘅練習啦，咁所以講話大概你係口試入面你要點樣做呀，即係用乜嘢詞語呀，同埋即係點樣去答囉，但係就有俾我地去試嘅嘢囉，有咁好。

Benson: 咁簡單 d 嚟講，可唔可以話你去補 Tommy Chan 主要係為咗 Reading 同 Writing？

Wallace: 係。

Benson: 咁我又想繼續問返，你想透過英文科補習可以攞到 d 咩？

Wallace: 由於啦我本身英文嘅水平都係三呀、四左右啦。(係學校裡面？)係係係，喺學校裡面就三、四左右。咁我希望透過補習社就將我嘅英文補習成績就即係穩定 d 去到四甚至係五或以上。希望提高個 grade 數。

Benson: 咁你攞咗 Level Four 至 Five 之後又有 d 乜嘢用呢？

Wallace: 希望入希到自己心儀嘅大學囉。

Benson: 你本身唸住入邊間大學呀？

Wallace: 中大嘅 Science 或者係浸大嘅社會心理學。

Benson: 咁依 d 科目佢通常 DSE 要收幾多分呀？

Wallace: 如果係有針對科目嘅話，例如你有計數，M1，M2 就易入 d 啦。19 去到 21,22 分就差唔多。咁就浸大個就難 d 嘅，要 27 分。

Benson: 咁都差好遠㗎。咁英文都要擺到 Level Four、Five 先有優勢啦。咁即係你依家擺 Level Three。我想問係唔係學校個成績都推斷到你出到去都係擺 Level Three？

Wallace: 係呀，差唔多。

Benson: 咁即係英文科要擺 Level Four 至 Five 對你入大學都會好關鍵？

Wallace: 係。

Benson: 如果你擺唔到就可能入唔到大學個㗎，會唔會係咁呀？

Wallace: 有依個可能性。

Benson: 咁之後你有無唸住好 d 咩工？

Wallace: 主要係想做心理顧問之類嘅。

Benson: 咁你會唔會覺得補完習之後會幫到你嘅事業？

Wallace: 冇乜用囉。

Benson: 另外我都想問返，你喺訪談前問卷就提到家庭層面嘅嘢。想問下喺你小學嘅時候你呀爸呀媽有冇教你英文？

Wallace: 我呀爸就有教，但係我呀媽就有嘅。

Benson: 咁點解呀爸依家唔教你英文？

Wallace: 主面係因為應付唔嚟啦，即係覺得跟唔上啦。

Benson: 咁你覺得依個係唔係一個成因令到佢想鼓勵你去補習呢？

Wallace: 我覺得係。

Benson: 另外呢你話你有時都會問下 d 同學呀，個情況係點樣嫁？

Wallace: 即係例如喺上堂即係做一 d 嘅練習啦，有 d 唔明嘅，就會問一問隔離左右嘅同學或者問一問英文好嘅同學啦。希望搵到個解答囉。

Benson: 即係主要都係問返一 d 唔識嘅嘢啦。咁點解唔問老師呢？

Wallace: 即係點講呢.....心理作用，即係都問同學先啦，點講呢...唔好意思去問。

Benson: 咁你喺補習社如果你有嘢唔明咁點呀？

Wallace: 補習社就個補習老師就比較親和 d、就其實冇乜所謂，喺補習社裡面有唔明就直接問，就 Okay 嘅。上堂問都有乜問題嘅。

Benson: 咁如果落堂有問題唔明可唔可以搵到佢？

Wallace: 如果係 Video 咁就慘 d 囉；咁我就係真人嘅，咁就其實可以直接衝過去搵佢。

Benson: 我最後想問小小宏觀少少嘅問題。即係呢，中國社會成日話要勤力嫁嘛，話咩“學海無崖，唯勤是岸”個 d 嘢呢。咁你覺得你或者你呀爸呀媽有冇因為呢一種觀念而推動你去補習呢？

Wallace: 如果論個人嚟講我就覺得唔關事嘅；但係如果係講父母嚟講就有關嘅。因為佢地覺得，即係因為佢地見到其它 d 學生就成日就補習啦，佢地就會覺得其實去補習就好似好勤力咁。就好似同我講話『人地個 d 學生呀，成日去補習呀，你睇下佢地幾勤力！』即係令到我要補囉。

Benson: 咁你覺得係唔係你家人 d 同事俾到 d 壓力佢呢？

Wallace: 我覺得係嘅。咁其實我自己都有受(到壓力)嘅，咁因為見到出到 d 人去大型補習社咁樣，跟住亦都覺得好似要去，唔去好似唔係好掂咁。

Benson: 都係一種朋輩壓力啦，咁你仲有冇其它嘢要補充呢？

Wallace: 冇喇。

Benson: 好，咁多謝你今日接受訪問啦。

